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Title III, unique among higher education enactments in emphasizing the developing rather than the prestigious or populous institution, attempts to identify colleges having a potential for making substantial educational contributions. It calls for a partnership between the federal government and the developing colleges by supporting cooperative programs that link culturally different regions of the country and by fostering a national system of higher education. If the program were imaginatively administered and supplied with greatly increased federal support, a dramatic payoff would be possible. The history of the growth of interinstitutional cooperation, the movement to strengthen Negro colleges, the expansion of federal funding, and the development of Title III legislation, illustrate the program's main purpose, to generate social change. Because additional information is needed to guide federal decisions, application forms should be revised to include data on the established and developing college's social and academic contribution to its students, faculty, administrators and community, on how the program can be continued beyond the grant's term, and on the influences of the college's regional environment. Underadministered at present, the program needs aggressive leaders to help accelerate the movement toward more univeral higher education, the achievement of greater educational opportunity, the experiencing by students of a higher quality of learning, and toward focusing higher education upon relevant problems plaguing society. (JS)

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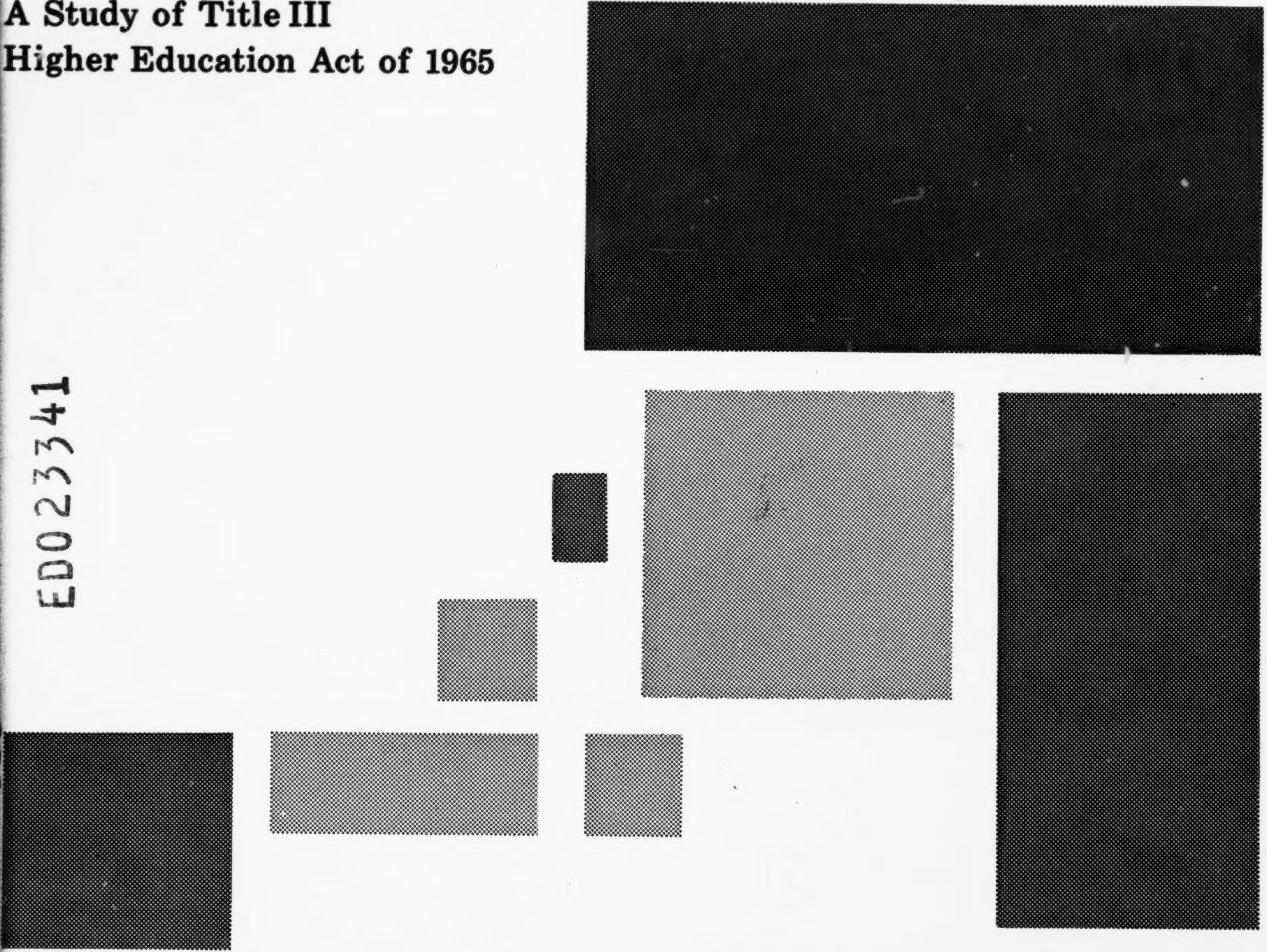

by Lawrence C. Howard Institute of Human Relations University of Wisconsin

THE DEVELOPING COLLEGES PROGRAM: A STUDY OF TITLE III OF THE HIGHER EDUCATION ACT OF 1965

Lawrence C. Howard

This evaluation of the current status of cooperative and exchange programs and their implications for Title III of the Higher Education Act of 1965 was performed as Project No. 6-1437, under Contract No. OE 5-10-325 with the Office of Education, United States Department of Health, Education, and Welfare.

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Institute of Human Relations
The University of Wisconsin
Milwaukee, Wisconsin

August, 1967

PREFACE

The research reported in this volume deals with activities that began with the enactment of the Higher Education Act of 1965, and reflects continued close contact with the subsequent administration of Title III, The Developing Colleges Program. Two earlier publications, "Interinstitutional Cooperation in Higher Education," Number 21 of the New Dimensions Series, and Interinstitutional Cooperation (proceedings of the Wingspread Conference, March 3-4, 1967) have been made available to the Office of Education to assist in the implementation of Title III. This study is to make available new data and procedures in order to improve further the operation of this important program.

A conclusion growing out of this research is that an expansion of federal support for higher education is gravely needed. Mounting annual deficits confront colleges and universities, particularly private ones. A response seen as a premium investment rather than as temporary relief is required. Higher education is a major national resource. It is functionally inseparable from other major resources and centers of vitality. Therefore, the investment in higher education will not be merely to preserve individual colleges but to strengthen our whole society.

Title III, The Developing Colleges Program, of the Higher Education Act of 1965, provides grants to developing colleges to set up cooperative programs with colleges and universities of academic excellence. Several purposes are intended: to upgrade the academic quality of the developing college; to expand opportunities for students to get a better education; and to focus the attention of more colleges and universities on the resolution of domestic social problems. The broad goals of the Higher Education Act of 1965 are to achieve needed social change.

The purpose of this research is to support and enhance the imaginative administration of Title III. The ideas and procedures suggested by this research, it is hoped, will be useful in improving the process of selecting grant recipients for cooperative programs between colleges and universities. Although it is beginning to accumulate such data, the Office of Education does not yet have sufficiently detailed, comparative, and projective statistical information on which to base these awards. This research aims to show why more detailed information is needed, and how it can be economically assembled and interpreted. The assumption is that an imaginatively administered developing colleges program will help the participating colleges to more rapidly reach their potential and will justify larger federal appropriations.

Higher education, as now constituted, serves fewer than two in ten students of college age, and it serves these with widely ranging levels of quality. Some colleges and universities provide advanced programs of academic excellence; others offer instruction inferior to that given by a good secondary school. A substantial number of institutions of higher education are struggling for survival, and exist quite isolated from the academic mainstream. It is believed that many of these institutions can be identified as developing colleges;

that is, those which have the potential to contribute substantially to our resources in higher education.

Behind this study is a strong desire to see an expansion of interinstitutional cooperation. Indeed, more cooperative interaction between colleges and universities is now occurring, and future cooperation will involve increasing the interdependency of colleges. As cooperation and interdependence proceed, higher education takes on more of the characteristics of a "system," of a more unified and national enterprise. The danger here is that, given the tendency of excellence to seek its own, poorer, academically less well developed institutions -- institutions responsible for the education of a vitally important segment of American youth -- will be left by the wayside.

Title III is a creative legislative response to the potential emergence of a rich college-poor college gap. Addressing itself to the questions of student opportunity, institutional strength, and systemic relevance to issues vital to the nation as a whole, students remain the focal point of the enactment's purposes; in President Johnson's words:

> I propose that we declare a national goal of full educational opportunity. Every child must be encouraged to get as much education as he has the ability to take. We want this not only for his sake - but for the nation's sake.[1]

Title III is unique among federal higher education enactments. It emphasizes the developing rather than the prestigious or populous institutions. Its effort is to identify colleges that have a potential to make a substantial contribution to our higher educational resources. Title III calls for a partnership between the federal government and the developing colleges. It supplements the role of the states in higher education by supporting cooperative programs that link culturally different regions of the country for mutual enrichment and by fostering a national system of higher education. An imaginatively administered program would demonstrate the dramatic payoff that would be possible through expanded federal support.

Many must be thanked for the preparation of this volume. My basic debt is to Dr. Broadus N. Butler, former Assistant to the U.S. Commissioner of Education, who oriented Title III toward a quality and potential emphasis in preference to a poverty appeal. Within the U. S. Office of Education thanks are particularly due to Dr. Winslow Hatch in the Bureau of Research, and Dr. Willa B. Player, Director of the Developing Colleges Program, and her able staff. Professors Robert McGinnis of Cornell and Daniel Katz of Michigan provided the theoretical foundation for examining interinstitutional cooperation. Kathleen Ames Sancomb and Ruth Nielsen, research assistants, and Barbara Cowles, Barbara King, Vivian McClean, Claire Blackman and Flora Seefeldt, of the Institute of Human Relations, made valuable contributions to this project. The resources of the University of Wisconsin have been generously provided. I especially appreciate the support of Vice Chancellor Charles Vevier of the University of Wisconsin-Milwaukee.

The blame for any shortcomings of this pilot research is mine, but any credit for a contribution I must share with my staff. We are all committed to the developing colleges, and the potential that is possible through interinstitutional cooperation.

Lawrence C. Howard

Milwaukee, August, 1967.

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CHAPTER I

THE PRELUDE TO FEDERAL SUPPORT: A WELFARE PROJECT OR A PROCEDURE TO RELEASE POTENTIAL

Three problems loom as threats to the initiative of Title III. First, the potential of the smaller colleges which the Act is designed to help may be lost through stress on alleviating individual problems, rather than on changes which must be stimulated in higher education as a whole. Those who see the Act as an anti-poverty measure would make Title III a welfare program instead of permitting it to become a catalytic agent toward universal higher education. The legislative intent behind Title III is both to improve institutions and to broaden opportunities for higher education for the many rather than to restrict its advantages to the few it now serves.

The second problem is to find more efficient ways to determine which are the developing institutions -- the inability to select institutions with a capacity to accelerate their quality growth rates would be as damaging as the welfare tendency. Some colleges have a substantial contribution to make. The problem lies in finding devices for measuring quality in dynamic terms. The criteria now employed do not reflect a condition of potential; they are characteristics descriptive of established and prestigious colleges. Formulas descriptive of dynamic quality are almost nonexistent. We have, by way of example, no reliable indices of the educational gains of students attributable to the college; most available data on resources and outputs are unrelated to inputs and, therefore, are misleading. Better measurements are needed if we are to identify the developing colleges, institutions which have a substantive contribution to make to the nation's resources of higher education.

A third problem arises from our inadequate knowledge of the nature of interinstitutional cooperation, and of its implications for higher education. Reports of links between colleges outpace our understanding of how these programs function or of their relationship to an emerging national system of higher education. Title III calls for tapping the resources of our finest institutions to aid weaker ones in the interest of the whole. It also calls for closer cooperation between the developing institutions themselves. Substantial help is to be given in either case, yet the larger demand is for each party in the cooperative to be open to change. Even the prestigious colleges in some ways must restructure themselves in the image of the weak. This may be the most precious gift a prestigious college has to offer.

Interinstitutional cooperation is a forerunner of an integrated national system of higher education available for all. Because Title III does not provide aid to specific colleges, but is an investment in the resources of higher education, it is on a par with the land grant college acts, the educational provisions of the G.I. Bill, and federal support of research. Its enactment was possible because of domestic discord which dramatized the need for national social legislation. The Higher Education Act of 1965 is a mechanism to help launch "The Great Society." It seeks to enlist higher education in the struggle to achieve our historic but elusive goals of liberty and justice for all.

The roots of federal support are to be found in the assertions by small colleges that they had a substantial contribution to make in upgrading and expanding higher education. The prelude to federal support is the choice that congress had when students at predominantly Negro colleges precipitated the climate which made federal legislation possible. These themes are developed in the balance of this chapter.

The Roots of Title III

Two ideas stand as the foundations of Title III -- that small colleges have great potential despite obvious weaknesses, and that cooperation among colleges can stimulate institutional progress. These two ideas originated among little known colleges. In the late 1950's three segments of higher education, generally regarded as comprising colleges in trouble, began initiating cooperative programs. The three were small independent liberal arts colleges, church related colleges (protestant and Catholic), and the predominantly Negro colleges.

The impetus for these initiatives came only in part from pressures confronting all of higher education, such as expanding enrollments, shortage of faculty, and the explosion of knowledge. Nor was the difficulty exclusively a struggle for survival in financial terms, although this factor was not unimportant. Fundamentally the problem was isolation from higher education main currents.

Spokesmen from each of the three segments openly acknowledged their problems, but insisted that their institutions had a significant contribution to make, both to their clientele and to the whole of higher education.

The isolation of these colleges from the main stream of higher education is emphasized in the pejorative labels that these colleges wear. Those that are small often remain unaccredited; church-related colleges are often called provincial; predominantly Negro colleges are viewed as anachronisms. Collectively they are labelled "disadvantaged" or "poverty colleges." By popular assessment these institutions are not to be emulated; they are either to be changed or disbanded. Mainly, the isolation they face is that of being considered less than institutions of higher learning. The national dilemma is that there is no viable alternative if these institutions are abandoned.

1. Small Independent Colleges

Spokesmen from these colleges insist that they are worthy of support. A small college, argued Dr. Royce Pitkin, president of Goddard, "is an institution that puts people together in a human relationship. It is small enough so that it can be related to the community of which it is a part."[2] "As a group," added Clarence Faust, then President of the Fund for the Advancement of Education, "the small colleges have a great opportunity to engage in the kinds of pioneering that was earlier done in small colleges. . .The small college is flexible enough to allow for experimentation."[3] Harold Taylor in 1958, as President of Sarah Lawrence, boldly asserted,

> . . .the small unaccredited institution is the luckiest college in the United States now. You are lucky because you are broke and unaccredited. . .you are most likely to live by your wits and not be complacent, the way most of higher education has been and is. . .you will become extraordinarily adventurous because you have nothing to lose. [4]

The Council for the Advancement of Small Colleges (CASC), which came into existence at this time, crystalized this combination of attitudes. The small colleges were organizing to advance: "The noise you hear," went the informal slogan, "is progress." Alfred T. Hill, the executive secretary, gave this account of CASC's origin:

> The demand (to organize) was expressed by a group of so-called forgotten colleges, i.e., they are not literally forgotten, but they were excluded from the financial benefits of the $260 million grant made under the Ford Foundation in December, 1955, to 630 colleges for the improvement of faculty salaries. Why were these colleges excluded? Because for various reasons they had not achieved membership in one of the six regional associations of the country. [5]

The fact of being overlooked led D. Duane Hurley, President of Salem College, Salem, West Virginia, to comment, "You need accreditation to get money, and money to get accredited."

The creation of CASC was a brick in the foundation of Title III. It focused attention on the fact that the bottom segment of higher education was not enjoying the benefits granted to the rest of higher education. It further indicated that, through pooling resources, academic achievements, including accreditation, could be accomplished. CASC made the case for the small college as a source of untapped resources -- the atmosphere out of which Title III emerged.

2. Church-Related Colleges

Although some church-related institutions were among the CASC institutions, Manning M. Pattillo, Jr. and Donald M. Mackenzie generalized about this group of colleges in their Church-Sponsored Higher Education in the United States.[6] While church-sponsored colleges provided the beginning for American higher education, in recent years they have been overshadowed by the large university. They have received little federal support, being in neither the humane tradition of the British residential colleges, nor in the research orientation of the American university. Soliciting private aid has also been increasingly difficult. These colleges have had a high mortality rate. Only 80 percent of the small liberal arts colleges, founded before the Civil War, remained by the time of World War I. Still, more than eight hundred colleges survived--but the emphasis on liberal arts had lost its preeminence. The church colleges are in a difficult position. The academic world is essentially a secular world and religion is not now for most colleges a practical source of intellectual unity.

While acknowledging the church-affiliated colleges' difficulties, the Pattillo and Mackenzie study suggests that they neither disband nor emulate large state universities. The call instead is for the church-related college to rediscover its sense of purpose. "The most basic problem of church-sponsored higher education, is, in a real sense, theological."

A good college, these authors suggested, should be judged in relationship to its purpose. Quality education is the effective application of clear purposes to a curriculum designed for a particular type of students. Faculty, as well as students, should be selected in the light of the institution's purpose. Experiences of variety should be provided in an atmosphere of intellectual ferment which includes self-criticism. Assessments should be made in terms of outcomes for students, the ways they find meaning in the human experience. Implicit in this conception is a critique of accreditation. Pattillo and Mackenzie urge that these colleges be judged by their own standards, and not by criteria appropriate for another class of institutions. In the administration of Title III, an appropriate yardstick to compare the developing is especially critical.

This perspective on church-related colleges was part of the conception which became Title III. Church-related institutions were depicted as able to make a substantial contribution to higher education because of their freedom to experiment, the close student-faculty relationships, and their espousal of social values. In order to expand their potential these colleges, in the late 1950's, were beginning to form bilateral and multilateral relationships among themselves. The Associated Colleges of the Midwest and the Mid-Florida colleges demonstrated the value of cooperation among colleges.

3. Catholic Higher Education

Similar themes, of problems yet also resources to be found in the bottom level of higher education, came in assessments made of Catholic colleges by Sister M. Dolores Salerno. In her Patterns of Interinstitutional Cooperation in American Catholic Higher Education--1964, she sampled one third of the Catholic college universe to determine how interinstitutional cooperation was being utilized. Of 95 colleges surveyed, 155 cooperative programs were identified. The interinstitutional device was found to be gaining in popularity as approximately 70 percent of the programs had been inaugurated between 1960 and 1964. "Noteworthy," added Sister M. Delores, "was the preponderance of the four-year liberal arts colleges with enrollments of 500 or less students."[7]

Several factors were cited in this study for the rise of cooperation between small colleges. These included a reaction to statewide planning and coordination among public institutions, and a recognition that interdependency had become a fixed attribute of higher education.

Cooperation among Catholic colleges helped pave the way for Title III. Beyond showing that cooperation was achieving acceptability in higher education, these links were endorsed by Catholic educators as a means for upgrading the entire system. Both clergy and lay leadership were utilizing interinstitutional cooperation to meet the needs of the church and the nation, as well as a device for helping Catholic higher education.

This is not to suggest that the more prestigious segment of higher education avoided cooperating--but only that in the bottom echelon of higher education cooperation was primarily to upgrade the institution as a whole in contrast to some particular program within the institution.

Despite this movement for cooperation, these three segments of higher education did not seek ties with the prestigious colleges of the country nor did they look to the federal government to underwrite this activity. The CASC group, quite in contrast to their later position, explicitly disdained such support: "The disadvantages of federal aid loom larger than the advantages for the small colleges."[8] The church-related institutions were hesitant to urge government support because of the church-state issue. The cooperation among these many small colleges, nonetheless, can be seen as the tap root of Title III. The weak institutions were urging that all was not well in higher education, that the small colleges were needed to provide additional space for students, to stress general education and the liberal arts, and to provide the laboratory for educational experimentation at the college level.

Predominately Negro Colleges Lead the Way

Title III is intimately related to the predominately Negro colleges. The documentation of the need for this Federal aid to higher education was at first an airing of the Negro colleges' financial disadvantage. Only later was it realized that many other public and private colleges were inadequately supported. The academic deficiencies of Negro colleges stood out, while only the careful observer saw that low quality instruction was a problem of most small colleges. Title III's tie to promoting social change made sense when one thought of the Negro college's problems, but it later became clear that higher education as a whole should be involved in society's renewal. Before the federal money became available, 'developing' was a euphemism for Negro colleges.

Responsible interpreters, too, recognized the achievements at Negro colleges--considering the resources they have available. To them it is clear that if there is to be higher education for all, some of the better things Negro colleges do will have to be duplicated. It should also be underlined, in linking Negro colleges to Title III, that the political climate which made possible federal aid to higher education, was built on demonstrations by students from predominantly Negro colleges. Their action made the Higher Education Act of 1965 possible.

1. The McGrath Report

The needs of the 123 predominately Negro colleges were detailed in 1964 by former U.S. Commissioner of Education Earl McGrath.[9] They were described as pitifully underfinanced and inadequately staffed; they served a largely underprepared student body and were heavily involved in remedial instruction.

Despite this negative appraisal, McGrath urged the preservation and strengthening of most (if not all) Negro colleges.

> The rationale for the continuance of the predominantly Negro institution. . .is based on the here and now and is preeminently pragmatic; they are necessary to the degree that they do represent an only educational opportunity for a segment of American youth. They also represent valuable higher education plant and talent, at a time when the nation must muster all possible higher education resource. 10

The McGrath study was part of the foundation of Title III. Formally authorized in October of 1964, it helped to lead toward a significant change in the policies of the major educational foundations.

With the Supreme Court desegregation decision, Brown vs. Board of Education, in 1954, general purpose foundations tended to withhold support from predominantly Negro colleges on the theory that they were anachronisms which would soon disappear in the wake of school integration. McGrath, writing primarily to the Carnegie Corporation, demonstrated that predominantly Negro colleges fulfilled an important purpose and deserved to be supported.

The McGrath Report detailed the massive support needed by virtually every Negro college. It made clear that Negro colleges ran the entire quality gamut of higher education. These findings reinforced an awareness that a large number of colleges, white as well as Negro, needed federal aid. Inadequate education for Negroes was but one prominent example of a general problem.

As a result of McGrath's work, the foundations' policy was reversed and many grants were made to predominantly Negro colleges in 1964. The programs which these grants supported became the models used in the legislative consideration of Title III. They were to a large extent cooperative programs between southern Negro colleges and northern universities.

2. Early Examples of Interinstitutional Cooperation by Negro Colleges

Underwriting interinstitutional cooperation was a natural way to provide assistance to Negro colleges. An early model of cooperative working relationships among colleges was the Atlanta University Center, which since 1929 has linked six Negro colleges: Clark, Morehouse, Morris Brown, Spelman, Interdenominational Theological Center, and Atlanta University. This clustering of colleges has since been used by others: The University Center in Virginia, the University Center of Georgia, the Claremont Colleges, and the College Center of the Finger Lakes.

The United Negro College Fund (UNCF) launched by Frederick D. Patterson of Tuskegee Institute, was a second pioneering venture in interinstitutional cooperation. In 1943, fourteen Negro college presidents joined to coordinate their fund-raising efforts into a corporate enterprise. Prior to the formation of the United Negro College Fund, it had been the practice in higher education (all of higher education, white and black) for institutions to seek funds for support on an independent basis.[11]

"A bold new concept of cooperative fund-raising was created by the UNCF," suggests Richard H. Timmins, "and it has had considerable impact on American higher education." In 1949 it was adopted by the National Fund for Medical Education (NFME), and in 1958 by the Independent College Funds of American (ICFA). Timmins adds, "The UNCF, the ICFA, and the NFME have done much to educate the public concerning the needs of higher education."[12]

UNCF's first year of fund raising brought immediate success--$765,000. This was three times the amount the colleges had been raising individually. By 1964 the sum collected had risen to $46 million,[13] and the UNCF membership included 32 Negro colleges.

Having demonstrated how financial support could be gained through the acceptance of self-restraints, the United Negro College Fund expanded its operation beyond fund raising. In 1959 a $300,000 grant from the General Education Board permitted the UNCF to aid faculty to complete work for their doctorate. The Fund, together with the faculty member's college, advanced up to 80 percent of the annual salary with no grant more than $4,800 nor less than $4,000.

In 1960 the Rockefeller Foundation financed a UNCF study to expand the long existing relationship between Negro colleges and African countries through an African Scholarship Program. By 1964, twenty-nine African countries and a large number of American colleges were participating in the ASPAU (African Students Program in American Universities) program. Additional UNCF cooperative ventures included a Visiting Scholars Program and the Lasker Fellowship Program which gave opportunity to gifted women for advanced study.

Still more pertinent for Title III was a UNCF project specifically designed to link strong colleges in the North to smaller colleges in the South. The Louis W. and Maude Hill Family Foundation, which had promoted cooperation among colleges and universities in the St. Paul, Minnesota area, funded in 1964 a cooperative program between the colleges of St. Thomas, Macalester, Hamline University, and Carleton College on the one hand, and the then 37 UNCF colleges on the other. Junior faculty from the UNCF institutions were to teach one semester at a Minnesota college and simultaneously pursue graduate work at the University of Minnesota. They were, in turn, replaced by a "senior professor" from the St. Paul college group, who would spend a full year at the UNCF college. All participants continued to receive their salaries from their respective institutions with the Hill Foundation providing the funds for differentials: travel, living accommodations, and expenses in connection with study at the University, including tuition, fees, room, board, even books. Beyond helping the Negro instituitions, a basic purpose of the cooperative was to create better understanding among the personnel in the two groups of institutions.

A significant biproduct has been the closer binding of these northern colleges to the University of Minnesota. A companion project was subsequently funded, which permits faculty in the St. Paul area colleges to teach occasional graduate courses the the University of Minnesota, thereby satisfying the need of some professors to carry on graduate instruction and research, and yet to continue to be primarily teachers in a small college setting.

In these ways the UNCF demonstrated how college collaboration could be used to meet the needs of smaller institutions, while at the same time providing an increment to higher education. Title III simply extended the devices pioneered by the United Negro College Fund.

3. The Endemic Problems: Race and Poverty

The problems confronting Negro higher education, studied for the Carnegie Corporation by McGrath, were also reviewed for the Rockefeller Foundation by Samuel P. Wiggins of George Peabody College for Teachers, who was assisted by Harold N. Stinson, then president of Stillman College. The Southern Higher Education Study, made in 1965, was a study of biracial education in the South.

Unlike the McGrath Report, which examined only Negro colleges, the Wiggins volume dealt with the endemic cluster of problems confronting southern higher education. Wiggins' charge was

> . . .to discover the tasks that southern colleges and universities are setting for themselves, and are having set for them. First of all, is southern higher education genuinely relevant as viewed against society's need for it? Secondly, does it concern itself sufficiently with the needs of the Negro, the poor, the deprived, and the socially depressed? [14]

Wiggins reported in detail that the system of higher education in the South was segregated. Not only was a desegregated college in the South a rarity in 1965, but the supportive structures of higher education[15] were designed to assure that this separation of the races would continue.[16]

The policies of the Southern Regional Education Board (SREB) illustrate the bi-racial system which resulted. Founded in 1949 to work with state legislatures and governors for better education for the region, SREB steered a policy around the issue of segregation, and channeled state support to selected undergraduate, graduate, and professional schools in the area. Some state aid was made available to Negro colleges for them to accommodate Negro students in the region. In the process a parallel set of institutions, one white and the other black, was perpetuated. Along with this separation went higher education of poor quality for the whole South. Inadequate education and segregation seemed to be linked.

The Southern Association of Colleges and Schools (SACS), the accrediting agency for the South, is a second example of legitimized separate structures. SACS did not admit Negro colleges and universities to its membership. A separate organization, The Association of Colleges and Secondary Schools, performed the accrediting task on a different basis for Negro institutions. "The Southern Association, however, did provide approved listings of Negro institutions and many white educators worked actively and cooperatively, making committee visitations to the campuses of Negro institutions in this accrediting activity."[17]

Fortunately, there was pressure for change.

> In 1950 a special committee of the Southern Association met on two occasions to consider the unsatisfactory arrangement concerning the dual pattern of accreditation. . .On the first of these occasions they met with a comparable group of Negro associates from the Association of Colleges and Secondary Schools, including such individuals as President Rufus Clement of Atlanta University, President A. W. Dent of Dillard University (New Orleans), President Felton Clark of Southern University (Baton Rouge), President A. C. Beitel of Talladega College (Alabama), and President L. S. Cozard of Barber-Scotia College (North Carolina). The Southern Association representatives, soon thereafter, recommended to the parent body - the Association - that full membership be considered at once for Negro schools. 18

Hugh H. Smythe has indicated that Negro educators were opposed to the dual system from the beginning because they believed segregation was an impediment to the growth of higher education in the South.[19]

Wiggins calls the transition to a single system of higher education in the South "a bold blueprint for progress." It included assessment visitations, financed by a $45,000 grant from the General Education Board, from the SACS to Negro colleges. In 1956, the Southern Association approved the possibility of full membership for all Negro colleges which met the Association's standards. During the next five years, various philanthropies and other organizations proved themselves to be allies in the cause of achieving a kind of institutional equality of opportunity. The principal ones were United Negro College Fund, the Southern Fellowship Fund, the General Education Board, the Southern Education Foundation, and the Danforth Foundation.[20]

A variety of other positive results followed. The SACS gained a reputation as an impartial agency, a condition essential for an accrediting agency. A much more professional role was assumed by the Southern Association as it began to move from quantitative to qualitative measurements of academic quality. In the process the Southern Association began to attract support for educational programs in which the Association became able to affect rather than to merely observe change. The subsequent multimillion dollar Danforth and Ford grants for the Educational Improvement Projects have permitted the SACS to come to grips with the endemic forces impeding educational gains in the South.

Title III was tied up with this move to push ahead with the desegregation of higher education. By 1965, it was clear that southern institutions of higher education could not achieve integration on their own. Only 201 of the 298 non-public southern institutions had filed Title VI compliance agreements by May, 1965. Much more important, it was beginning to be recognized that de facto segregation equally described higher education in the North. Higher education generally had failed to apply its resources to solving the companion problems of race and poverty in the nation.

The focus on the relevance of higher education to the resolution of pressing social problems was a concern subsequently built into Title III of the Higher Education Act.

4. The Initiative by Negro Students

Federal aid to education, in substantial sums, was possible only because a need for congressional action was dramatically presented in the right political context. The roots of that drama are to be found in the gathering courage Negro college students in the years immediately after World War II. Stephen Wright, President of Fisk University, points out that Negro students learned three important lessons during this period.

> 1. That the white South would never voluntarily dismantle the Jim Crow system . . .
>
> 2. That no substantial changes in his status and relationships would ever result from good race relations as they were conceived in the South . . .
>
> 3. That the only effective way to change his status was to employ, with vigor and imagination, the instruments of pressure: the courts, the vote, his economic power, and protests of a variety of types and, further, that any leader who counselled otherwise had outlived his usefulness. 21

Taking unprecedented initiative, Negro students demonstrated beyond their campuses, pointing up the need for social and economic changes. For five years, they mounted sit-ins and freedom rides with an ever widening impact. Historic segregation in transportation and public accommodation crumbled before this march. White students joined this movement in the South, and extended it to the North. The involvement of students in public issues reached sufficient dimensions that 1965 was labeled the "year of the student protest." That the student movement was generated from Negro colleges is of immense significance.

The climate for civil rights legislation was also in part a product of these student initiatives.

> In 1960, with the sit-ins, the pact of silence and separation was broken. It was evident now that, inside their basic conservatism, the Negro colleges had nourished hidden shoots of rebellion: interracial contacts which white outsiders pretended not to see, daring ideas about Africa and the Negro heritage. And out of these colleges sprang the young Negroes (Martin Luther King and James Bevel of the Southern Christian Leadership Conference; John Lewis and Julian Bond of the Student Nonviolent Coordinating Committee) who took leadership in the civil rights revolt. . . .We should recall that some of the finest youngsters in the country--courageous, idealistic, informed--those who sparked the greatest social movement in the nation's recent history, came in 1960 and 1961 out of the "worst" colleges, the Southern Negro colleges. Was there not something wrong with the "best" colleges, which instructed generation after generation of complacent citizens how best to take their place in a segregated society? . . .There is too much wistful talk in education circles about how far Negro colleges must go to "catch up" with the rest. What is overlooked is that the Negro colleges have one supreme advantage over the others: they are the nearest this country has to a racial microcosm of the world outside the United States, a world largely non-white, developing, and filled with the tensions of bourgeois emulation and radical protest. And with more white students and foreign students entering, Negro universities might become our first massively integrated, truly international educational centers. . . .If the United States is a white, affluent, middle-aged stranger in a dark-skinned,

> poverty-stricken, revolutionary world, then a predominantly Negro university which attracts students from all countries can become uniquely effective as an educational center for young Americans. . . .Negro colleges might perform another kind of special function, particularly as they merge with neighboring white state institutions (Negro Tougaloo and white Millsaps in Jackson, Mississippi, for instance, both of them with a tradition of social concern). They could turn into an advantage that which middle-class education deems a handicap: the fact that so many of their students come from poor families. . . .No American institution of higher education has yet directed all of its reserves of knowledge and ingenuity toward both studying and changing the conditions of life nearby. So the slums grow up around them while the students inside ponder social problems as abstract exercises. 22

The Negro students' protest would have been of major importance for the effect it had on Negro oriented issues alone, but its consequences went much further. It crystalized submerged moral-ethical student feelings on many campuses. Employing demonstrational techniques to make known their concerns, students North and South urged that higher education be made relevant to domestic and foreign problems.

The thrust of these demands and the inter college base upon which they stood was part of the foundation upon which Title III rested. The momentum of the Civil Rights Movement brought mass political support which helped produce unprecedented democratic majorities. In this context, the 88th Congress, 1964-65, became the "Education Congress" by its acts. It was this that promoted Commissioner of Education Francis Keppel to say in 1965, "Thank God for the Civil Rights Movement."[23]

Alternatives: The Depressed 30 Percent vs. Colleges of Potential

Prior to the scheduled March on Washington, a series of White House meetings were held to call attention to the crisis the Civil Rights Movement had precipitated. Arthur E. Schlesinger, Jr., has described the meeting of June 19, 1963, in which President Kennedy is reported as saying "the lid is off," in reference to the momentum for change which was surging in the Negro community.[24] This triggered the White House decision to send to Congress a much strengthened Civil Rights Bill. It also prompted the President to specifically call upon colleges and universities to do something dramatic and significant in order to expand opportunities for Negroes. Speaking without notes, Schlesinger says, the President called for interinstitutional exchanges, North and South, as a desirable way of upgrading the predominantly Negro colleges.[25]

1. A Grand Consortium Helps the Depressed Predominantly Negro Colleges

The source of President Kennedy's remarks was recommendations from an Education Panel of his Science Advisory Group, chaired by Dr. Jerrold R. Zacharias.[26]

The Education Panel conducted regular meetings to which guests were invited to generate ideas for larger studies and seminars. At one such meeting, Dr. Zacharias is said to have listed on a blackboard the principal non-science related problems confronting education. This list, according to a panel member at the meeting, eventually reached nearly 20 topics, but did not include the Negro. This fact was called to Dr. Zacharias' attention by John H. Fischer, President of Teacher's College, who commented that the achievement of full equality for the

Negro in education was the first and overriding matter confronting education in America. Initially Zacharias reputedly disagreed, but subsequently acceded to a legitimate concern for "the deprived and segregated." On April 22 and 23, 1963, several Negro guests, Albert W. Dent, of Dillard University; Lloyd Ferguson, of Howard University; Luther H. Foster of Tuskegee Institute; and Joseph C. Paige, of Howard University were invited to the panel to discuss the topic. The one published comment about the meeting was:

> At a session in April 1963, the Panel came to focus on what could be done to improve colleges that could be called "Negro" . . . .It was proposed to associate northern universities with colleges attended predominantly by Negroes to work out a program for improving these colleges. A project along these lines, with support from private foundations, will get under way the summer of 1964. 27

This was the first step toward getting presidential support for a cooperative and exchange program; the initial assessment was that Negro colleges were segregated and deprived.

As a follow-up of the April meetings, the Panel instructed Stephen White (Educational Services Incorporated) and Samuel M. Nabrit (President, Texas Southern University) to join chairman Zacharias in drafting a specific plan of action. By August 1, 1963, Program for Negro Colleges, was ready. It set forth the problems confronting Negro higher education: segregation, the cycle of the underprepared student trained by a poorly prepared profession which results in inadequately trained teachers, a staggering college dropout rate, and instruction at the high school level. The report added:

> This is a grim picture, but there is much that it does not take into account. It omits, to begin with, the fact that there are many first-class students attending Negro colleges, and many first-rate faculty members to instruct them. There are not now enough of either to convert the Negro colleges into the institutions they must become, but there are some, and they constitute a foundation upon which to build. . . .
>
> It omits, too, the reserves of morale and *esprit* that can be tapped within the Negro colleges at the first sign of improvement. The Negro community today is a thrusting, forward-looking, combative community; throughout history this kind of community is quickly reflected in its institutions of higher education and, at the same time, derives its leadership from those institutions. . . .[28]

The solution offered took several directions. It called for the development of "learning aids" in core subject to help relieve the need for remedial work; curriculum workshops much like those used to develop the Physical Science Study Committee materials; recruitment of new young faculty from white northern universities; and special subject matter upgrading for faculty at the predominately Negro college. To accomplish these and other results, interinstitutional cooperation was urged.

> In order to bring this program into being, and to carry out the many tasks embodied in this program, it is proposed that two consortia of American colleges and universities be created. One of these will be a consortium of the Negro colleges, the other a consortium of twelve to fifteen major universities. Some contact has already been made with presidents of the leading Negro colleges. . . .In joining the consortium, the Negro colleges would commit themselves to direct cooperation in the preparation of learning materials and the retraining of teachers at all levels of education in the use of those materials; to the release of faculty for short periods of residence in the uni-

> versities; to the restructuring of their curricula as this restructuring becomes possible; to the supervision of post-secondary school, pre-college education of prospective entrants; to the acceptance of faculty from the cooperating consortium under terms which permit that faculty to retain ties with their parent institutions; and to the encouragement of research activities within their colleges. The university consortium would assume, as a group, the responsibility for the quality of the learning materials that would be produced; would be prepared as individual universities to release faculty for the various purposes set forth above; would make the administrative arrangements necessary to admit Negro college faculty as special students, in limited numbers; would in all respects consider service to any phase of this program, including temporary transfer of faculty to a Negro college, to be equivalent to academic service within the universities. Subgroupings within the consortia would be encouraged, under which one or two universities would take a direct responsibility for several Negro colleges, and in particular would provide them with administrative support. The universities would also be prepared to encourage a mobility among its faculty and staff, which would permit repeated short visits, or occasional long visits to the campuses of the Negro colleges. Such visits would be of special importance to the maintenance of a high level of research activity in the Negro colleges. On both sides, these responsibilities would be assumed for a period of at least ten years. The problems of financing the program, by government or private grants and contracts, would be assumed by the Negro colleges and the universities. . . . 29

It was this document which provided the Panel's recommendations to President Kennedy. It provided the blueprint of how the needs of Negro colleges could be met.

2. Culturally Different or Deprived and Segregated? The Dedham Conference

The second outcome of the panel discussions with Negro educators was the seminar on "Education for Culturally Different Youth." That title, significantly, appeared in white letters; Education of the Deprived and Segregated, also printed on the cover of the Report, in contrast, was set in black type. The two titles reflected more than semantic differences.

The seminar, jointly chaired by John H. Niemeyer, President of the Bank Street College of Education, and Jerrold R. Zacharias, was controversial. In part, this resulted from the dychotomic composition of the 60 participants. Some participants, the Zacharias group, were primarily interested in curricular innovations for the disadvantaged, the "difficult 30 percent." Others, social scientists, urged that enough was already known to improve our educational system and that the main problem was in recognizing basic cultural differences. The individuals who were present comprised an important portion of the talent which was subsequently infused into Great Society programs.

The significance of the Dedham Seminar, for Title III, was that it exposed alternative courses for possible federal action. David Street, sociologist from the University of Chicago, summarized the proceedings:

> The seminar was committed to considering what things education might do for those children and youth who, because of deprivation and segregation, are not getting the kind of education that will prepare them to become effective adults in our changing world. The group sought to identify promising ways to attack the problems of "the difficult 30 percent," as these children were called throughout the sessions.[30]

This deprivation perspective prevailed. The Seminar began by identifying the problem with the students, the deprived, difficult 30 percent. For them, the assumptions were that education was not succeeding. The reasons for this failure were complex; but basically, the cultural deprivationists urged, it was the poor quality of their family and community, and the disadvantages associated with not being white exacerbated by technological and economic changes. Also, they said, the schools, generally unresponsive to these special conditions, showed too little creativity, inadequate curricula, and staffs of inappropriately prepared teachers.

From this diagnosis came the "strategies for action": First Educational Disaster Areas should be designated.

> The government should provide aid to what might appropriately be called "educational disaster areas." . . .This seminar goes on record as recognizing the existence of educational disaster areas of such magnitude and intensity as to constitute one of the most grave emergencies confronting the nation. In these disaster areas, poverty, often accompanied by segregation, has produced large numbers of functional illiterates, and it continues to do so in great numbers. 31

Beyond the Disaster Areas, it was recommended that the portion of the difficult 30 percent already in the educational pipeline should receive immediate relief.

> Colleges and universities should come to the aid of the schools that serve the difficult 30 percent, and the schools should encourage them to help. The colleges should provide consultants from many disciplines, developing educational extension services and providing task force aid in curriculum reform. Specifically, they might develop cooperative programs of instructional reform in the South, provide high-level instruction in short courses in mathematics and physical sciences to graduates of Negro colleges. . . .Colleges themselves should run model and experimental schools . . . develop programs for training specialists in in-service education . . . not only school systems and colleges but also business, labor, government, and other units must cooperate in . . . education for the world of work. 32

> Training of teachers for the difficult 30 percent should be upgraded through a variety of techniques. These include greater use of films and display and demonstration centers . . . the creation of courses that deal with new curriculum materials, . . . providing for internships in schools and preschool study centers . . . providing physical science and mathematics training, particularly for faculties of southern colleges. 33

The opposing "culturally different youth" point of view was also projected at the Dedham Conference. The priorities stemming from this perspective were summarized in the Report.

> Disagreement--and there was a considerable amount of it--centered around various issues of emphasis on priority. . . . The major disagreement or emphasis in the seminar was one that came to be identified with two main blocs represented at the conference, the physical scientists and mathematicians on the one hand, and the social scientists on the other. With exceptions, the physical science group tended to stress the need for radical change in the content of the schools, particularly through thorough going reform of curricular materials of every kind and at every level. Such change implies steps of small-scale experimentation and the creation of model schools. Again with exceptions, the social science group tended to stress the need for immediate federal aid and large-scale social action and experimentation on the basis of present, even if incomplete, knowledge. . . . The natural scientists tended to assign the greatest weight to deficiencies in the student's experiences of the classroom, whereas the social scientists tended to put more stress on the social patterns of the community and on the bureaucratic or "structural" elements of the school system. . . . Disagreement was heightened by differences in the interpretation of the Negro revolution in American society--not of the importance of this revolution but of its immediate relevance to the educational problem under discussion. The conference undoubtedly was much affected by the fact that it began the week after the march on Washington. 34

More divergent, and by his analogies more to the point, were the views expressed by Ralph Ellison. The Report reproduced his address, "What These Children are Like," with the comment: "Mr. Ellison's remarks were a healthy antidote to the stereotyping and oversimplification so often implied in the term 'cultural deprivation'."

> At this point it might be useful for us to ask ourselves a few questions: what is this act, what is this scene in which the action is taking place, what is this agency. . . . The act is to discuss the difficult 30 percent. We know this very well; it has been hammered out again and again. But the matter of scene seems to get us into trouble. The American scene is a diversified one. . . . We have been speaking as though it were not made up of diversified cultures but were in fact one monolithic culture. And one which is perfect, the best of all possible cultures, with the best of all people affirming its perfection. Well, if this were true, there would be no point in our being here. . . . One of the things which has been left out in our discussion is imagination. But imagination exists even in the backwoods of Alabama, and here too is to be found a forthright attitude toward what it is possible to achieve and to become in this country.
>
> A discussion of scene in terms of culture and diversity serves to remind us that there is no absolutely segregated part of this country. There is no such thing as a culturally deprived kid. That kid down in Alabama, whose parents have no food, where the mill owner has dismantled the mills and moved out West and left them to forage in the garbage cans of Tuskegee, has, nevertheless, some awareness that he is part of a larger American scene. . . . What I'm trying to say is that the problem seems to me to be one of really scrutinizing the goals of American education. It does me no good to be told that I'm down on the bottom of the pile and that I have nothing with which to get out. I know better. It does me no good to be told that I have no heroes, that I have no respect for the father principle because

my father is a drunk. I would just say to you that there are good drunks and bad drunks. . . . Let's not play these kids cheap; let's find out what they have. What do they have which is a strength? What do they have that you can approach and build a bridge upon? Education is all a matter of building bridges, it seems to me. . . . Things which come at you in a Negro grade school are just as diverse as those which will come at you in an upper-class white school. The question is how can you relate the environment to yourself? How can one discover, for instance, that well-cooked chitterlings are part of a cuisine? . . . Some of us look at the Negro community in the South and say that these kids have no capacity to manipulate the language. Well, these are not the Negroes I know. Because I know that the word play of Negro kids in the South would make the experimental poets, the modern poets, green with envy. I don't mean that these kids possess broad dictionary knowledge, but within the bounds of their familiar environment and within the bounds of their rich oral culture, they possess a great virtuosity with the music, the poetry, of words. The question is how can you get this skill into the mainstream of the language, because it is, without doubt, there. . . . Thus we must recognize that the children in question are not so much "culturally deprived" as products of a different cultural complex. . . . Thus one of the problems is to get the so-called "culturally deprived" to realize that if they take what we would give them, they don't have to give up all of that which gives them their own sense of identity. Indeed, the nation needs some of the very traits which they bring with them: the group discipline, the patience, the ability to withstand ceaseless provocation without breaking down or losing sight of their ultimate objective. . . . How can we keep the discord flowing into the mainstream of the language without destroying it? One of the characteristics of a healthy society is its ability to rationalize and contain social chaos. It is the steady filtering of diverse types and diverse cultural influences that keeps us a healthy and growing nation . . . here is one of the streams of verbal richness.

The best teacher, it seems to me, for those Negro youngsters who have been so harmed, so maimed by the sudden confrontation of a world that is more complex than any that they are prepared to deal

> with, is the teacher who can convey to them an awareness that they do, indeed, come from somewhere, some place of human value, and that what they've learned there does count in the larger society. . . . I do not believe that the basic problem is a Negro problem, no matter what the statistics tell us. I do believe that there has to be some effort made to bring our system of education into line with what we say we say we are and into line with those ideals which we celebrate in ritual and ceremony on patriotic occasions . . . any people which has not been destroyed after 300 years of our history and which is still here among us is a people possessing great human potentialities and strengths . . . it follows that those potentialities are to be respected. One of the worst things for a teacher to do to a Negro child is to treat him as though he were completely emasculated of potentiality. . . .
>
> What I'm trying to say is that it is not that we are all estranged from our backgrounds and given skills that don't apply to the real world, but that something basically wrong is happening to our educational system. We are missing the target, and all of our children are suffering as a result. 35

Ellison's remarks were reiterations of a familiar theme--yes, there are problems, but it is far more important to stress our potential.

In reporting next steps, John H. Niemeyer outlined two immediate action programs to follow the Dedham seminar, the establishing of the Educational Resources Center at Bank Street College, and a summer program for teachers of Negro colleges. The latter, a program of summer institutes, was to illustrate how the resources of established universities could be tapped in order to provide assistance for weaker colleges.[36]

3. Expanding Opportunities, the American Council on Education

For reasons which are unclear, Dr. Zacharias chose to shift major responsibility for further initiatives from the Education Panel (which really meant from ESI) to the American Council on Education.[37] Following the June 19, 1963, meeting with President Kennedy, Logan Wilson, head of ACE, assumed the responsibility for action. In a letter to President Kennedy, made public July 2nd, he said the American Council on Education "would redouble its efforts to equalize educational opportunity (for the Negro) through a top-priority, long-term, national program."[38]

Almost immediately, a special eight-man committee, chaired by Elvis Stahr, President of Indiana University, was appointed as advisors for the Council, and Liaison to the President and other federal agencies. Lawrence E. Dennis, Director of the ACE Commission on Academic Affairs, in ACE was given executive responsibilities. On October 17-18, a selected group of college and university leaders was brought to Washington for "A Conference on Expanding Opportunities for Negroes in Higher Education." The group formulated a plan based upon four principal objectives:

> (1) To strengthen the quality of the academic program in the predominantly Negro institutions of higher education; (2) to stimulate a continuing and mutually constructive dialogue between the Negro college and university community and the rest of higher education; (3) to secure greater opportunity for qualified Negroes in the academic professions as well as in undergraduate and graduate student bodies of integrated institutions; (4) to broaden the social and cultural perspectives of students, faculty members, and administrators, both in integrated and predominantly Negro colleges.

The ACE theme, expanding opportunities, represented a composite of the plans for consortiums of colleges and the emphasis on curricular innovation. Both were rooted in the deprivation-disaster area scientism of the Dedham Conference.

During the fall of 1963, the Council worked out its first program of action. Five summer institutes for teachers from predominantly Negro colleges--in biology (at the University of North Carolina at Greensboro), in English (at Indiana University), in history (Carnegie Institute of Technology), in mathematics (University of Wisconsin), and in physics (Princeton University). The institutes, financed by the Carnegie and Rockefeller Foundations, were conceived as the first step in a long term effort to upgrade the quality of the academic program in the 70 accredited four-year colleges attended primarily by Negroes.[39]

The expanding opportunity point of view was reiterated by Logan Wilson, January 13, 1964, in an address to the American Conference of Academic Deans:

> It is beyond the power of the law to grant educated competence to any individual or category of individuals. Insofar as Negroes are concerned, barriers are being removed, and this is no small accomplishment in behalf of a people who for centuries have been culturally deprived; but much remains to be done. . . . Removing barriers to entry and proclaiming that doors are open to all, nonetheless, will not suffice. A long history of neglect and deprivation can be offset only by strenuous efforts over an extended period of time, and we must begin now. Unless the predominantly Negro colleges and other institutions serving primarily rural areas are made into more viable mechanisms and brought into the

> mainstream of American higher education, the depressed people in those areas will remain depressed. Colleges and universities, in metropolitan regions likewise must widen their perspectives and must lend their best energies to the solutions of the problems of urban blight which especially affect the Negro masses in many of our cities. . . . Our rationale, therefore, is not to equalize the competitors but to equalize the terms of competition within a nation which will rise or fall through its collective strength or weakness. This is a compelling reason that we Americans, regardless of creed and color, must join efforts to do everything we can to foster equality of educational opportunity.

On April 18th and 19th, a conference was held at the Massachusetts Institute of Technology to initiate the summer institutes. Saville R. Davis gave this account in the Christian Science Monitor, Saturday, May 9, 1964:

> A group of Negro colleges and a group of large universities in the United States are banding together and pooling resources. . . . They will begin this summer to adapt the latest techniques for improved education to meet the special problems of students who are deprived and segregated. Their aim is not to help a limited few. They are confident they can develop and test, under forced draft, systems that can be multiplied much more rapidly than anyone in specialized Negro education had dared to hope. The starting point will be summer institutes for teachers of college freshmen.
>
> Several strands of recent history have led to this current attack on the problems of teaching the segregated and deprived groups. The concept of a university adopting, so to speak, a smaller college and bringing the full power of its abilities to bear on a quick development program, goes back to 1959. Oklahoma City University came to M.I.T. for help. The result was an exchange of faculty, new curriculum and teaching techniques, aid in getting funds--and the germ of an idea on

> the retail level that could later be expanded into a program at wholesale. Meanwhile, a series of radical changes in dull and outdated science teaching were boldly developed and took fire across the country. But the great accomplishment in science teaching has been to demonstrate to the secondary schools that something can be done. The greatest challenge facing education now is not in the normal educational process but in the challenge to society itself: that of equal opportunity for the segregated and the deprived.

On May 31, 1964, Lawrence E. Dennis, speaking before Phi Delta Kappa in Des Moines, Iowa, outlined more extensively the Council's view of the Expanding Opportunity program:

> At present the Negro is largely outside the mainstream of American Education, and particularly of American higher education. Measured against what must yet be done, only bare bebinnings have been made in expanding post-secondary opportunities for Negroes. . . . The momentum behind present efforts to expand opportunities for Negroes in higher education can be traced to the events of 1963, when there took place a nationwide protest aimed at bringing the Negro equality of opportunity on all fronts--education, jobs, housing, public accommodations, and the voting booth.
>
> Actually, there is no sure estimate of the total Negro enrollment in higher education, though a commonly cited "working figure" for the undergraduate level is 180,000. This represents a rate of college attendance markedly lower than that for whites. Nearly two-thirds of these 180,000 students are enrolled in 116 predominantly Negro institutions, over one-third of them unaccredited. . . . Overall, the traditionally white institutions of higher education in the South play only a relatively minor role in the education of Negro undergraduates within their region. . . . Even as the pace of integration in these institutions speeds up and as they approach a position of racial equity in their ad-

missions policies, indications are that they will continue to provide only limited opportunities for Negroes. There are several factors that will make this so:

In the rising competition for college admission, Negro youth from segregated and frequently inferior public schools will tend to fare poorly against better prepared white applicants. Economically, with average Negro family income in the South 48 percent of white family income, some predominantly white institutions, especially the private ones, may be financially beyond the reach of many talented, but disadvantaged Negro youth. Many Negro students and parents will wish to avoid the tensions and social limitations of an overwhelmingly white milieu.

As a matter of simple equity it is vitally important that all institutions of higher education in the United States today open their doors to all qualified applicants on an equal basis. . . . The predominantly Negro colleges . . . it is still difficult to count them as being fully in the mainstream of American education. Their obstacles are legion. The first and most obvious obstacle is monetary. . . . A second obstacle lies in the prior schooling of students. . . . Beyond this, the Negro colleges suffer from a host of ills common to many small colleges. Faculty salaries are low, many faculties are uncommonly inbred, with many of those who were not educated at their present institution having been educated at another Negro college. Urgent expansion and improvement of physical facilities is needed. . . . Few have been touched by the recent educational ferment over goals and standards. Federal research grants are rare. Fellowships are uncommon.

In the long run, the anachronism of the Negro college should disappear. For the foreseeable future, however, it will continue to play an important role in the education of Negro youth, especially in the South. The Negro college remains the only realistic opportunity for college success for the many graduates of segregated secondary schools who can profit from additional education but who would suffer in competition against better prepared white students. . . . Relatively speaking, northern and western schools have very few Negro students. In short, as President Fred Harvey Harrington of the University of Wisconsin has said, "non-discrimination has not brought us to the place where we want to be."

A precise count of Negroes on the northern or western campus is virtually impossible. On the whole, it is thought that less than two percent of the northern undergraduate student body is colored. Numerically, a large part of these Negroes are to be found in low-tuition urban universities, though even in these institutions the Negro-white ratio is likely to be only a fraction of the city-wide ratio. . . . The reasons for this situation are several. One is the steady rise in tuition which, with 60 percent of Negro families earning less than $4,000 a year, has already priced many Negro youth out of the market . . . ineffective elementary and secondary guidance and counseling programs . . . many public and private colleges have raised their entrance requirements quite dramatically in the last few years. . . . Finally, the college prospects of Negro youth have been limited to some degree by the ever-widening use of standard testing materials which do not, it is generally hypothesized, recognize cultural differences. . . . Of the 1,100 merit scholars selected last year, only seven were Negro.

It is estimated that there are only 500 Negroes in doctoral programs at the present time, only 6,000 Negroes with doctorates (the great majority of them in education), and only 12,000 or so Negro engineers (mostly graduates of predominantly Negro colleges) . . . Over the past several months the American Council on Education and its institutional and organizational constituency have generated considerable activity designed to expand opportunities for Negroes in higher education. The Council, in line with the mandate of the resolution passed at last October's annual meeting, has worked through its Committee on Equality of Educational Opportunity, under the chairmanship of President Elvis Stahr of Indiana University, to bring interested parties together, informally advised institutions and organizations on needs and priorities, and assisted in the presentation of several proposals to the government and foundation.

The American Council's position was one of concern for Negro colleges which they too viewed as the depressed 30 percent of higher education. The mechanism for upgrading these institutions was interinstitutional cooperative efforts of a large to small, North to South character. The first issue of Expanding Opportunity, a newsletter series ACE issued on these activities, made reference to a variety of programs sponsored by foundations: bilateral cooperation between Fisk and Pomona; Livingstone and Haverford; Hampton and Yale; Tuskegee and Michigan; Johnson C. Smith and Dubuque; Texas Southern, North Carolina College, North Carolina A & T, and Wisconsin--multilateral arrangements in support of Negro colleges; graduate study opportunities by the Council of Graduate Schools; $1.5 million Carnegie grant to the United Negro College Fund for interinstitutional cooperation among member institutions and with others; and a $15 million Ford Foundation schedule ($5 million to be matched 2-1) to UNCF institutions for buildings, endowment, and program purposes. Other initiatives launched by May 1964 included Danforth Foundation support to the Southern Association of Colleges and Schools for a five-year action and research attack on problems of cultural deprivation in five-to-seven southern communities; and agreement by City College to admit 500 pupils from "pockets of poverty," and summer pre-college programs for Negro youth by Georgetown, Yale, Chicago, St. Louis, Pittsburgh, Carnegie Tech, and Wisconsin. These broadside programs were direct and immediate foundations upon which Title III was built.

The leadership for upgrading Negro colleges offered by the Ad Hoc ACE committee also reflected an underemphasis of the change potential of the Negro Civil Rights Movement, and it avoided Wiggins' "endemic" problems affecting all of education. Not much emphasis was placed upon the massive infusions of resources needed by higher education which Earl McGrath had urged; nor was there a frank recognition that changes were overdue in the prestigious colleges and the establishment of higher education.

The designs for action emanating from Dedham had an eager audience in the foundation world; there was responsiveness to the deprivation - disaster areas thesis. The emerging findings from the McGrath and Wiggins Reports tied in well with the Dedham proposed institutes for Negro colleges and the mounting tenor of college student activism in early 1964 added a sense of urgency.

The alternative, that the Civil Rights Movement was for America, was uttered, but as yet was not clearly heard. That small colleges might have the capacity to stimulate and carry through change was unrecognized. If the weaker colleges could offer any initiative it was only that their plight prompted the major universities to act in their behalf. But there was also another root which did stress these themes.

The Plans For Progress Root of Title III

The principal root for Title III was efforts to extend America's manpower resources by expanding job opportunities for Negroes. This became the central thrust because the tragic events of November 22, 1963, put Lyndon B. Johnson into the presidency. Because Johnson approached higher education from a perspective different from Kennedy's, some background is necessary.

Each succeeding President, in recent years, has been urged by Negro-led groups (NAACP, Urban League, Brotherhood of Sleeping Car Porters, and others) to take new steps to overcome patterns of job discrimination. Since the presidency of Franklin D. Roosevelt, the responses have been Executive Orders aimed first toward reducing discrimination in the government, then in firms holding federal contracts, and finally as appeals to private employers. The implementation of these Orders has generally been assigned to the Office of the Vice President. President Kennedy, in this pattern, issued Executive Order 10925; effective April 6, 1961. The Order set forth a five-point program:

(1) Affirmative action would be taken to expand minority representation in government employment;

(2) A dual initiative to achieve non-discrimination compliance by firms with federal contracts, the Equal Employment Program, and an effort to get voluntary non-discrimination agreements by private employers, the Plans for Progress Program;

(3) A complaint system was established for government employees to make known discriminatory practice;

(4) Cooperative support to end job discrimination would be sought with unions;

(5) An education and community relations program for job opportunities for Negroes was launched.

Part of the Order was prepared by Special Counsel to the Vice President Hobart E. Taylor, Jr., a Negro lawyer originally from Texas, whose family had deep ties in Texas politics. Taylor attended Prairie View College in Texas, took an M.A. from Howard University, and then finished law at the University of Michigan. When called to Washington by Vice President Johnson, he was in charge of the Civil Division of the Wayne County Prosecutor's Office in Detroit. The Detroit News commented later:

> Taylor has done much of the hard thinking and organizing behind the initiatives taken by the White House to break down color barriers . . . the sections written by Taylor into the 1961 Executive Order banning job bias by federal contractors are proving out the key factors in the directive's success.[40]

The compliance program of the President's Committee on Equal Employment Opportunity (PCEEO) was under the direction of John Field from the Michigan State Civil Rights Commission, and the voluntary program, administered by Hobart Taylor, was called Plans for Progress. When the compliance program lagged, Field moved to the Potomac Research Institute and Vice President Johnson gave Taylor responsibility for both the voluntary and the compliance programs. Taylor was then named Executive Vice Chairman of the Equal Employment Opportunity Council (EEOC). The first major move Taylor made was to utilize the interest in Congress by Edith Green and Hubert Humphrey, relative to a domestic Fulbright Program, to involve higher education in promoting job opportunities for minority groups. The need for such a link stood out for Taylor as he toured the country under Plans for Progress. Acquiring equal opportunity pledges from private employers was not too difficult, but all too often the presidents of large firms, while pledging themselves to open the doors, would frankly declare that there were no qualified Negro applicants to be found.

One obvious source of manpower, Taylor knew, were the college graduates of the predominantly Negro colleges. He later was quoted:

> The first question that arose for me as I examined the situation was whether these institutions (predominantly Negro colleges) should be maintained now that many better-equipped colleges and universities are legally open to members of all races. At least two things quickly convinced me that they should be. The first is that we need all the colleges we have and more . . . the second--and to me the most compelling--reason for preserving these colleges . . . most of the young people we are particularly concerned with . . . live under circumstances which dictate that they will have little chance for higher education unless these schools are preserved to serve them. . . . I think an apt analogy can be drawn between many of these predominantly Negro colleges and the smaller liberal arts colleges we were debating whether or not to close just a few years ago. We decided not to close them. Instead we decided to give them vastly increased support. And today these schools are performing a valuable function for us--educating thousands of young Americans who could not enter our universities, for one reason or another, including lack of space. The future would seem to hold this prospect for the Negro colleges. These schools should be viewed as part of the educational resources of the nation and we should preserve and strengthen them. It would cost far less to help weaker ones than to destroy them--only to be forced to replace them with new institutions later to meet the increased educational needs of the nation.[41]

This view of the value of the predominantly Negro colleges--as a resource to be preserved and strengthened--Taylor combined with the idea that the large white universities of the nation, and particularly the Big Ten, needed to make changes in their mode of operation.

On May 19, 1962, Taylor arranged a national community leaders conference to accelerate the work of the PCEEO. President Kennedy gave the opening address to these major business leaders, saying:

> You are participating in a conference on one of the most serious problems facing the nation: how to achieve the goal of insuring for all Americans equal opportunity without regard to race, creed, color, or national origin.[42]

The conference was divided into panels and workshops, one of which dealt with education and community relations. In these discussions, concerns were expressed about the inadequate manner in which the major universities in the nation served minority groups, in terms of past quotas, the present small enrollments, and the general disinterest of major university administrations in these facts. The panel urged EEOC to stimulate greater university involvement and to convene leaders of higher education so that they might become more fully aware of the obstacles faced by minority group men and women in education.[43]

The first meetings with higher education leaders from the Big Ten, the University of Chicago, and Wayne State University were held in Detroit, August 3-4, 1964, and coincided with Wayne's announcement that it was the first academic institution to join Plans for Progress, i.e., voluntarily to become an Equal Opportunity Employer. The second conference was held in Ann Arbor and coincided with the announcement that Michigan and Tuskegee were launching the first of the new sister relationships.

The major meeting, the third, was held at Wingspread, the Johnson Foundation conference site in Wisconsin, in February 1964. From this meeting the Institute of Human Relations of the University of Wisconsin, issued the Blueprint for Action by Universities for Achieving Integration in Education.[44] This document, a compilation of comments by participants, put the responsibility for expanding opportunities for Negroes in higher education primarily on the shoulders of the large universities, and especially upon those of the Big Ten, Wayne State, and the University of Chicago.

The Blueprint for Action clearly presented the need for changes in the structure and practices of higher education. Part of the reason for unequal opportunity, it pointed out, could be ascribed to customary higher education procedures, another part to the failure of higher education to assume leadership toward the achievement of integration. The Blueprint began with a resolution:

> We hold that any form of discrimination based on race, religion, national identity, economic status, or sex is morally repugnant, violating our Judeo-Christian ethical heritage and the democratic ideals embodied in our national creed. We further hold that any such discrimination occurring in any educational institution violates the very trust and purpose of that institution. It is the responsibility of educators to act immediately and decisively to eliminate discrimination and to remedy its destructive consequences even though many of the causes of discrimination lie outside the formal boundaries of their institutions. This conference believes that institutions of higher education must be fully committed to effective action in this regard.[45]

The basic commitment for which the conference called was for major institutions of higher education to make equal opportunity a reality: "Whatever blocks that development should be repugnant to the university, whether it is inadequate knowledge, poor teaching, or social-cultural patterns different from those of the larger society." The first step for a university which is honestly committed to helping the Negro must be to "put its own house in order."

> . . . improve counseling services to the point that Negro students develop academic confidence
>
> . . . increase student employment opportunities to insure that all students who must work in order to remain in school have equal job opportunities
>
> . . . make clear that all housing, both on and off campus, not only is governed by an open occupancy policy but that fully integrated housing is known to be the preferred position
>
> . . . the vigorous implementation of an anti-discriminatory policy for student social organization is an important beginning, but more imperative are efforts to help Negroes and whites to be more comfortable in the presence of each other
>
> . . . remedial efforts may be needed for students from exclusively white as well as predominantly Negro schools, although the problems may be different
>
> . . . in no case should student teaching programs contribute to de facto segregation
>
> . . . increase the number of occasions when Negro performers, scholars, and public personalities are brought to the campus
>
> . . . increase the participation of Negro students in graduate study: establish post-baccalaureate programs, increase the use of conditional admission, recruit from business, government, industry . . . and the predominantly Negro colleges
>
> . . . offer leadership for the community in promoting interracial housing
>
> . . . appoint Negroes to boards of trustees
>
> . . . assure that university construction is done by contractors and unions in full compliance with federal and state anti-discriminatory employment regulations.[46]

The Blueprint also called for expanded links between the Big 12 and predominantly Negro colleges. Aside from exchanges, common curricular and administrative development, the report stressed that the "strong undergirding of all these programs to bring the Negro students and scholars into the mainstream of education must be research." Universities should: ". . . establish joint research projects with scholars at predominantly Negro institutions." The product of that research should include more attention to ways of preventing prejudice. Action models should emerge designed to achieve the objectives articulated.

Francis Keppel, as Commissioner of the U. S. Office of Education, said of the Blueprint, "The document represents a significant milestone of both commitment and cooperation toward progress in the national interest."

The detailed follow-up of the conferences was done primarily by Dr. Broadus N. Butler, a Negro, who took leave from Wayne State University to work with Plans for Progress. Butler was placed in the Office of Education as Special Assistant to Commissioner Keppel. From this position, with particular responsibilities for shaping up the Title III legislation and backed by Taylor at the White House, Butler exercised an inordinate influence.

Upon returning from the Wingspread Conference to Detroit, Dr. Butler wrote a series of articles called "A Message to Northern Educators":

> When the President of the United States and the various branches of the federal administration have addressed themselves over the past several years to the serious and increasing problem of the national need for honest and realistic approaches to the full utilization of our national manpower to prevent a national collapse at the peak of our nation's greatest period of prosperity, the

fact of the need for implementation of equal educational opportunity has persistently pressed itself to the foreground as the number one national priority to make equal employment opportunity a reality.

The basic responsibility for the success or failure of this implementation will rest upon northern school systems and universities because the great masses of the systematically deprived are in the large northern cities, and the responsibility for the professional training of teachers and the definition of American educational philosophy and attitudes has been assumed and retained by northern universities and colleges.

This means that we must, here in the North, face up to our imperative for an attitude toward equal educational opportunity that will be the key to equal employment opportunity. It means further that we must approach this task as a positive commitment, not as a negative problem to be tolerated or skirted by stop-gap pretensions in the hope that the noisy pressure valve will quiet down.

. . . the first order of business is to make northern educational systems and institutions of higher education face themselves and squarely face Negro youth with the honest and frank admission that they are not doing the job; and, if anything, the situation within the educational structure of the North may be somewhat worse rather than better than it was before the 1954 United States Supreme Court decision which declared segregation to be inherently unequal. This is not easy for northerners to accept. . . .

. . . We must add that class discrimination against whites has been as damaging as caste discrimination against Negroes. . . .The . . . study by Joseph P. Lyford of the Center for the Study of Democratic Institutions . . . addressed to the broader problem of the total consequences of the failure by government, industry, education, labor, and even Negro leadership to find effective solutions to the problems of poverty and under-utilization of our national manpower . . . discovered that the greatest mismanagement of the problem of education is in northern urban communities.

> Northerners historically have been more secure and unchallenged in the image of their social, educational, cultural, and technological superiority--even though the early records of northern riots and denials of rights, including school burnings and violent integration incidents, show northern hostility and segregation to be as deep rooted as the southern segregation pattern which has been more overt and visible.
>
> I have recently returned from an intensive two-day conference of representatives of midwestern universities, the purpose of which was " . . . to design an action blueprint for colleges and universities throughout the country in their efforts to upgrade Negro education." The conference was held under sponsorship of the President's Committee on Equal Employment Opportunity. It was my feeling that the conference achieved very much as a start toward a program of action . . . I could not help sensing that the serious and determined tone of the conference signalled a radical and positive determination by the participants . . . that they can reformulate attitudes and undertake the massive task to do something starting now, to assist Negro colleges, Negro students, Negro professors, and Negro high school students. They know also that the upgrading is not a one-way street. I even detected among the participants a genuine optimism that they themselves expect to learn as well as to give in any interchange between predominantly white colleges and predominantly Negro colleges.[47]

Dr. Butler couched the need for federal support for education in the context of the Negro's pivotal role in America's past and future. In explaining the future tasks of American education, he recalled Frederick Douglass' insistence that the goals of the Declaration of Independence were what education should strive to achieve--the liberating arts of freedom. It was not in ivory-towered ease, but in moral and physical struggle as being a part of the Civil Rights Movement, that higher education would be able to grow. American education, he said, had paid a tremendous price in rejecting W. E. B. DuBois' demand for integration to favor Booker T. Washington's approval in advance of separated education.

Butler's public statements and private comments exposed the insidious popular preoccupation with the Negro's deficiencies for what it was--a breeding ground for racial antipathy and a mask over the wretched condition of millions of poor whites.[48] He repeatedly insisted that the drive to achieve federal support for education and the lot of the Negro and the poor in the nation were inextricably linked.

This perspective is illustrated in Dr. Butler's November 15, 1965 speech at Talladega College:

> One would not take cognizance of the short duration of national support for those post Civil War endeavors in higher education, except for historial records, were there not clear and present lessons in it for us today. The post Civil War reform efforts were short lived for the definite reasons that Negroes were abandoned by the Federal Government; and they did not have the protection of either an economic base or justice at law upon which to build a future security. We should neither fail to know this nor forget the consequences to the entire nation when the reform movement was permitted to collapse. We are indeed fortunate that as a nation we have survived and are now blessed by a second chance. Now we must fully examine and wisely approach the meaning of this second renaissance.
>
> We have come to know now with unmistakable clarity that the really basic and hard core difficulty in both our domestic and international relations is the wide separation between the affluent and the poor and the massive numbers who still remain poor both in America and around the world in spite of the presence of the greatest accumulation of wealth and the greatest achievements in science and production that the world has ever known. We have also come to know that poverty knows no color, no race, or creed. It consumes, frustrates, and depresses all whom it touches, and its most potent danger is that it threatens not just the poor, but the entire social fabric.

> The great difference that marks the uniqueness of 1964 is that this is the year that poverty and education in America were made to stand face to face before the mirror of both American and world human relations.

The fourth interinstitutional conference of the Big 12 universities on the Negro was held in March of 1965 at the University of Illinois, Urbana. The main speaker at the conference was Hobart Taylor, who made quite clear the inaction of participating institutions:

> In this room are represented twelve of the nation's greatest universities--responsible for nearly 400,000 students, nearly one-fifth of the nation's university enrollment. Your institutions are not only a dominant factor in general undergraduate education in the United States, but they also are preeminent in advanced degrees in those fields which look to the future, particularly engineering and the physical sciences. The trained people that you produce, fuel the economies of the states in the industrial Midwest--and of a good many other states. Your graduates have an unusual reputation for stability, for educational soundness, for social cohesiveness, and for economic accomplishment. They have helped the Midwest to earn the unique place it holds in the world. But the benefits of these institutions have not been shared by all of the people now indigenous to the states from which your schools draw most of their students. In 20 years, the Negro population of the seven states represented here has more than tripled --and now numbers more than three million. More than 2.5 million Negroes live in just three states --Michigan, Illinois, Ohio. But does Negro enrollment in your institutions reflect this increase? It does not. I am told that despite the manifold increase of enrollment in our great universities, the percentage of Negroes to total students in many cases was greater twenty years ago than it is today. And the American Council on Education tells us that Negroes enrolled in the Universities represented here represent less than one percent of total enrollment. A more generous estimate covering all northern and western colleges and universities places Negro enrollment at two percent of the total. These are sad and distressing facts when we look at the world we face.[49]

Butler, speaking at the same conference reemphasized the theme to these universities.

> . . . instead of devising more ingenious ways to reject and frustrate these students, look for more ways to develop facilities to provide for them; encourage operation of research projects; encourage participation of your better graduate students for one to two years in the small colleges; do something about the scholarship imbalance; do something directly about student enrollment and preparation to meet the needs and demands of young people. . . . Don't worry about making special concessions. There is a large enough pool of top ten percent young people who are not getting into colleges anywhere. . . . Each of you is located near a major urban center . . . where the largest percentages of qualified but economically deprived youngsters (not only Negro) are not going on to college. A larger number in this category went on to college from Birmingham, Alabama, than Detroit, Michigan.[50]

The fourth conference also ended in a resolution,

> This resolution requests the president of each Big Ten institution, the University of Chicago and Wayne State University, to take two steps:
>
> (1) Designate at the highest policy level a person with appropriate staff to be responsible for implementing the institution's commitment to accelerate equal opportunity. This staff should have the cooperation of all units of the university.
>
> (2) Allocate university funds to support equal educational opportunities within the institution and to participate in a permanent regional organization of the Big Ten, University of Chicago, and Wayne State University.[51]

The Conference also urged each president to make representations to the 1965 Midwest Governors' Conference in order to place the problem of equal educational opportunity in higher education on the agenda for a thorough discussion.

The following were listed as some immediate steps which could be taken by each university:

(1) a racial census and its continual up-dating
(2) opportunity awards, work-study and loans tied to an intensive high school recruiting program
(3) intensified work with public school systems
(4) active recruitment of Negroes for faculty positions as an integral feature of hiring policies
(5) cooperative and general extension programs to meet with the needs of Negro adults.[52]

Working collectively the following inter-university programs should be launched:

(1) a clearinghouse for sharing ideas, methods, and programs
(2) consultant services for both participating universities and other institutions in the Midwest
(3) publications on expanding educational opportunities in the Middle West
(4) close working relationships with predominantly Negro colleges in the South with special emphasis on bringing Negro and white faculty together for joint research projects
(5) foundation and federal government proposals to help finance a variety of equal opportunity programs.[53]

The manpower needs of the country undergirded the push by Taylor and Butler to promote change in the establishment of higher education. They presented the needs of the Negro and the poor as in part, the failures of the large and prestigious and as justification for expanded federal aid. In sharp contrast to the Zacharias-ACE emphasis on the Negro colleges' problems were the Taylor-Butler emphasis on the country's need. In the process of this not always pleasant dialogue, the concept of the developing college took place.[54] But because Johnson was in the White House, Taylor and Butler had the initiative. They worked to prepare a legislative presentation that could be passed by congress.

The package they urged on Congresswoman Edith Green left some paternalism but subordinated it to the promise in store for America.

In retrospect, by early 1965, the higher education community was all but universally behind federal support to small, weak and isolated colleges. It was also widely accepted that interinstitutional cooperation was the way to accelerate academic growth rates at these developing institutions. The debate that remained dealt with how to determine which are the developing colleges and the kinds of programs or cooperative projects that should be funded. The alternatives presented, while not entirely separable, were: should Title III be a welfare program or a procedure to release potential?

CHAPTER II

LEGISLATIVE AUTHORIZATION: THE ISSUE UNRESOLVED

Historically federal money has been made available to higher education. Land Grant colleges established by Congress in the 1860's have been supported for a hundred years. In the period since 1945 major universities have profited by a number of special programs including:

Impacted Areas Legislation (1950)
National Defense Education Act (1958)
Manpower Development and Training Act (1962)
Vocational Education Act (1963)
Area Redevelopment Act (1963)
Higher Education Facilities Act (1964)
Civil Rights Act (1964)
Educational Television Broadcasting Facilities (1964)
Elementary Secondary Education Act (1965)

But in all of these, the precondition of social crisis in encouraging government action in support of education has been documented.[1] The introduction of education legislation in 1965 was no exception; it was closely associated with the Civil Rights Movement, public recognition of the extent of poverty in the nation, and awareness of the dire plight of cities. The confluence of these factors plus the general support of the higher education community and a recognition by Congress that changes in its program of support for higher education were needed combined to form a political climate receptive to a new departure in the pattern of federal aid to higher education.

Federal support specifically for interinstitutional cooperation was first considered by Congress in the Domestic Faculty Exchange

Act, introduced in the House of Representatives July 2, 1964, by Democratic Congresswoman Edith Green of Oregon. Its purpose was:

> . . . to encourage the exchange of academic personnel between institutions of higher education which are determined by the Commissioner of Education . . . to be developing institutions and institutions of higher education of excellence (hereinafter referred to as "cooperating institutions").[2]

Grants covering current salary and expenses were to be made to the professor from the developing institution who was released to pursue further study, and to the professor from the cooperating institution who was to take his place. These were not institutional grants, but salaries paid directly to participating faculty. Exchange professors, beyond teaching, would work to improve the quality of instruction at the developing institutions; released faculty would either pursue their terminal degree or would upgrade their specialty.

A developing college was to be designated by the following criteria:

> . . . it is making a reasonable effort to improve the quality of instruction furnished its students, and is handicapped by lack of financial resources and a shortage of professional personnel.[3]
>
> . . . admits as regular students only persons having a certificate of graduation from a school providing secondary education, or the recognized equivalent of such a certificate, is legally authorized within such State to provide a program of education beyond secondary education, provides an educational program for which it awards a bachelor's degree, is a public or other nonprofit institution, and is accredited by a nationally recognized accrediting agency or association or, if not so accredited, is an institution whose credits are accepted, on transfer, by not less than three institutions which are so accredited, for credit on the same basis as if transferred from an institution so accredited.[4]

The exchange program, which stressed the developing colleges' needs, received little support.[5] A year later, however, slightly reshaped, it became Title III of the Higher Education Act of 1965.

Other matters affecting Title III did get legislative attention. The Committee on Government Operation assembled testimony on how the federal research program was undercutting higher education.[6] A variety of problems in higher education as a whole were examined: scarcity of scientific manpower, limited investment in developing manpower resources, and the overconcentration of research in the natural sciences.

These were acute problems, in part because of enrollment pressures.[7] The Office of Education projected a college student population rise from 4.8 million to 7 million by 1969-70. The Committee learned that an even faster rate of growth was possible, if added space and money were available. But students who had the capacity to profit from college were not getting the opportunity.

> Among the top (income) third of families, 83 out of 100 students entering high school reach the senior year, 78 graduate, and 55 enter college. In the middle group, 90 reach the senior year, 79 graduate, and 34 enter college. But in the lowest third, though 66 reach the senior year and 56 graduate, only 10 enter college.[8]

Critical shortages of qualified teachers were forecast. For the 7 million students, estimated for 1970, a net increase of 113,000 teachers were required--90,000 of whom should have the Ph.D. At the 1964 production rate only 45,000 could be expected. The Committee on Government Operations Report added,

> These shortages of teaching faculty affecting the entire higher education system, bear especially heavily upon smaller colleges and universities. In the fact of rising student demand, their capacity to raise or even maintain teaching standards is imperiled, since stronger, more affluent institutions can dominate the market for scarce teaching talent.[9]

The downgrading of undergraduate instruction, because of the research emphasis at large universities, was criticized. Testimony from Walter P. Metzger, professor of history at Columbia, underlined this point.

> The growth of surrogate instruction stems not only from the reductions in the teaching load of the established faculty, but from the reluctance of the established faculty to add new members to bear that load. Research-centered institutions have high aspirations and august self-images. They cannot and will not make wholesale permanent appointments to match the rapid growth of student bodies. Rather than attenuate the quality of their staff, they would attentuate the quality of their instruction. The fact that this strategy is economical makes it even more attractive.[10]

Also included were similar appraisals from Clark Kerr:

> There seems to be a "point of no return" after which research, consulting, graduate instruction become so absorbing that faculty efforts can no longer be concentrated on undergraduate instruction as they once were. This process has been going on for a long time; Federal research funds have intensified it. As a consequence, undergraduate education in the large university is more likely to be acceptable than outstanding; educational policy from the undergraduate point of view is largely neglected. How to escape the cruel paradox that a superior faculty results in an inferior concern for undergraduate teaching is one of our more pressing problems.[11]

Dr. Kerr further implied that student demonstrations at Berkeley were related to this instructional squeeze.

> Beginning in December 1964, the huge campus of the University of California at Berkeley was rocked by a student revolt, ostensibly centering on "free speech" issues. But as the Wall Street Journal pointed out, many university administrators and teachers felt that the issues were merely an outlet for a strong undercurrent of dissatisfaction with growing undergraduate neglect, in turn caused by the massive increase in Federal research money.[12]

Special criticism was leveled at the concentration of federal funds in only a few universities. Data assembled from the National Institute of Health, the Department of Defense, the National Science Foundation, the National Air and Space Administration and the Atomic Energy Commission--on universities receiving the largest dollar support--identified only 54 universities. This concentration of federal spending confirmed other findings.

> Through an analysis of fiscal 1963 data on research only, the National Science Foundation came to similar conclusions with respect to the extent of concentration of funds. It found that 100 colleges and universities accounted for more than 95 percent of all funds, 50 institutions received 75 percent, and 10 received about 35 percent. . . . All of the 54 top recipients of Federal science funds are Ph.D.-granting institutions or advanced institutes of technology. Few could be described as representing smaller universities, and none are 4-year colleges awarding just the baccalaureate degree. . . . The NSF found that in fiscal 1963, 96 percent of all funds went to Ph.D.-granting institutions. Only 1 percent of the money went to 4-year colleges . . . Dr. Fay Ajzenberg-Selove stated that 600-odd colleges awarding 55 percent of all bachelor's degrees in physics received only 12 physics grants in fiscal 1964. The 12 grants totaled less than $300,000 or about 2 to 3 percent of all Federal research funds for physics available. . . . Favored universities have been able to attract and keep the best scientists and graduate students. Institutions not so favored have lost many of their ablest professors, and are unable to compete on equal terms for replacements.[13]

The Report also revealed a geographic concentration.

> In recent years more than 60 percent of all Federal science funds for educational institutions have gone to institutions in five states--California, Massachusetts, New York, Illinois, and the Maryland-District of Columbia area. Thus, these funds have done little to assist in the development or establishment elsewhere of centers of excellence, whether of science education or of research.[14]

Equally as revealing was a comparison between the 54 major grant recipients and the schools producing Woodrow Wilson Foundation, National Defense Education Act, and National Science Foundation scholarship winners. When corrected for the size of the institution, only 16 of the large grant recipients remained on the list of high scholarship production.

> Few if any of these (high scholarship producing) institutions possess departments which would be rated "distinguished" in terms of having men who have gained Nobel prizes or places in the National Academy of Sciences. None boast of enormous libraries, or even of elaborate scientific equipment. But despite the lack of these badges of distinction, something is occurring which lies beyond the grasp of the great ones. They are teaching institutions. Their faculties perform their research too, but it is superimposed upon their task of teaching . . . if Berkeley had produced fellowship winners at the rate achieved by Oberlin, Berkeley would have had 1,728 winners instead of the 132 which it actually achieved. At the Swarthmore rate, Berkeley would have had 2,790, and the University of Michigan, 2,325 awards. At the enormous rate achieved by Reed College of 72 awards among 600 students, Berkeley would have had 3,240 fellowships.[15]

The recommendations emerging from the report included the establishment of diversified panels so that encouragement would be given to senior professors to teach as well as to do research. The creation of science teaching fellowships, and the development of systems for diffusing awards became an integral part of the pattern. The Report concluded,

> A larger institutional grant program is needed to give direct aid to institutions which cannot now effectively compete for project awards. Some institutions need to develop a base of scientific personnel able to devote a part of their energies to research, of clerical personnel, and of modern research equipment. Others, which wish to continue to devote their primary energies to teaching, need funds to increase their staffs so that they can offer talented young instructors time off for research and to procure modern equipment for laboratory instruction.[16]

This shift of focus from preoccupation with the small colleges' problems to the general needs in higher education, cleared the way for the introduction of the Higher Education Act of 1965.

On January 12, 1965, President Johnson transmitted his Education Program to the 89th Congress with this message relevant to Title III:

> I recommend that legislation be enacted to strengthen less developed colleges.
>
> Many of our smaller colleges are battling for survival. About 10 percent[17] lack proper accreditation, and others face constantly the threat of losing accreditation. Many are isolated from the main currents of academic life. Private sources and States alone cannot carry the whole burden of doing what must be done for these important units in our total educational system. Federal aid is essential.
>
> Universities should be encouraged to enter into cooperative relationships to help less developed colleges, including such assistance as--
>
> A program of faculty exchanges.
> Special programs to enable faculty members of small colleges to renew and extend knowledge of their fields.

> A national fellowship program to encourage highly qualified young graduate students and instructors in large universities to augment the teaching resources of small colleges.
>
> The development of joint programs to make more efficient use of available facilities and faculty.
>
> In union there is strength. This is the basic premise of my recommendation.[18]

Companion legislation was introduced in the House and Senate. The Title III provisions were drawn up by Congresswoman Edith Green.

As the hearings opened on Title III, two options were offered: one, that the developing colleges should be considered to be primarily Negro colleges which, if they were not to be closed, were to be upgraded in the manner of the more established institutions; and the other, that the problems be seen as higher education, as a whole, needing change.

In the presentation of testimony, Secretary of Health, Education, and Welfare Anthony J. Celebrezze led off March 16th. In connection with the Developing Colleges Program, he stressed four areas. Enrollments in college were rapidly expanding; they had doubled in ten years; another 50 percent rise was to be expected in the decade ahead. In contrast, the pace of institutional development was lagging. The 1,686 institutions of higher education in 1954 were only 2,100 in 1964--there were simply not enough colleges to meet the enrollment demand.

Many colleges needed strengthening. Ten percent of the country's B.A. degree granting institutions were unaccredited.[19] Several hundred colleges lacked minimal research apparatus or qualified teaching personnel. One quarter of the teaching personnel in public institutions (academic year 1961-62) earned under $6,000 per year, at private liberal arts undergraduate colleges, $5,870--they were underpaid. Under such conditions, the Secretary urged, these colleges could not assume responsibilities immediately facing higher education.

> . . . we know there is a shortage of topnotch professional people, in this country . . . until we reach the point where the economic level of the colleges is raised to the point where they can pay prevailing wages, or until we reach the point where there are sufficient numbers of teachers, trained professors, and skilled people, an exchange program is one of the ways of spreading as much knowledge to as many students as we can possibly do today.[20]

Commissioner of Education Francis Keppel made the major argument for Title III:

> With dedication and great expenditures of energy we have built one of the mightiest economies in the history of the world. Our accomplishments will be robbed of purpose, however, if they are passed on to a minimally trained generation of young men and women, or if the Government of this Nation is inherited by a generation weak in the arts of government and statesmanship (the) responsibility (is) to prepare our youths to grasp our great achievements and use them to the fullest.
>
> Meeting this responsibility requires a system of higher education that is available to every able young man or young woman in every corner of America. It requires a system of higher education that is vital, alert, and concerned for America's greatness at home and throughout the world. It requires a system of higher education of increasing quality . . . President Johnson (stated in his) message on education:

"Every child must be encouraged to get as much education as he has the ability to take.

"We want this not only for his sake--but for the Nation's sake . . .

"We must demand that our schools increase not only the quantity but the quality of America's education. For we recognize that nuclear age problems cannot be solved with horse-and-buggy learning."

While we readily recognize that there is a great range of talent among our college youth, we do not always similarly recognize that there is also a great range of abilities among our colleges. More to the point, the unfortunate disparity between the strong college and the weak college can defeat our whole purpose in encouraging young people to further study. Every institution of higher education must be a strong institution, well-equipped and well-staffed, if we mean to serve not merely an intellectually elite but also average students and sometimes even poor students. We cannot do so through poor colleges. We need all of our present institutions of higher learning--and more--but it is also necessary that all be of high caliber. . . .

By and large we are speaking of what is termed a "developing institution," identified by the following characteristics:

(1) A developing institution has limited financial support, a small endowment, and alumni and friends with limited capital to offer.
(2) It usually has relatively high dropout and transfer rates. These may often stem from poor admissions policy, but whatever the cause, the result is often a course of study heavy with remedial work and light on challenging assignments.
(3) It will likely have a slim catalog of offerings within minimum programs. In some smaller institutions, one or two faculty members may constitute a total academic department.
(4) It can boast of little in the way of laboratories, libraries, or other instructional facilities identified with higher education. . . . Some danger signs are the following: Less than 50,000 books in the library for an enrollment of 600 students; less

> than 3 professional librarians on the staff; a library budget of less than 5 cents of the total school budget dollar expended. (Half of our 4-year schools have less than the required 50,000 volumes; more than half of all our institutions of higher education fail in the other respects.)
> (5) It has difficulty in attracting faculty members of high quality and cannot hold those it does manage to attract. Such weaknesses are especially apparent among those institutions with fewer than 200 full-time instructors. Fewer have attained doctoral degrees; and their average annual earnings are nearly $1,500 less than those of their colleagues in the universities and stronger colleges, and about $700 less than instructors in all 4-year institutions. The faculty members of such institutions normally are called upon to shoulder heavier teaching loads than their colleagues elsewhere in higher education, with the result that they conduct less original research, publish fewer books, and present fewer professional papers and articles.
>
> The President has therefore recommended legislation to strengthen our less developed colleges.
>
> Perhaps if we did not need all our institutions, we might turn our backs and allow only the fittest of our colleges to survive.[21]

The initial Congressional discussion of Title III dealt little with whether or not there should be a program and more with what the program would embrace. Representatives queried Commissioner Keppel about the omission of junior colleges from the Title, and other witnesses were asked about such peripheral matters as the motivations northern universities had in linking with southern Negro colleges.

The more basic issues emerged following a statement on the philosophy of Title III given by Dr. Broadus N. Butler:

> One of the most encouraging developments in the present climate is the pairing of large universities and small colleges in what are called sister-relationships for mutual enhancement. The smaller col-

leges need the direct professional and technical resourcefulness and personnel involvement which can be supplied by the major universities and the major research universities need the humanizing influence of direct acquaintance knowledge of the small college and its students--and particularly do they need the sensitivity which they are now gaining about the methodology by which small colleges have so successfully prepared and converted so many economically deprived youth into confident and capable young men and women.

In former years, these students have come to their graduate schools, succeeded admirably and returned to do yeoman service to a next generation of college youth. But now the most able among them are being drawn into the larger universities, into industry and into Government.

The larger university in this open communication and confrontation has also learned, while contributing to the resolution of the problem, that the dilemma situation of the small college is so critical that there is no wonder that they have not been able to produce at a higher level in recent years. Even so, their actual performance in the production of persons who capture the inspiration for the pursuit of knowledge and go on to mature responsibility is far greater than the curriculum, the personnel, and other overt factors about the colleges would suggest to the casual researcher who only achieves knowledge by description of what the colleges are doing.

Therefore, as we view the problems, the most serious one is that our Nation will need every single college that can be developed and prepared to receive and educate the young people who are now--and justly so--being geared to feel a responsibility to become educated, and whose expectations must not be frustrated by our failure either to provide places for them or a quality education when they attend college.

From the standpoint of the small colleges themselves which are seeking fulfillment of their desires to survive and to provide the kind of quality education that the students deserve and the Nation needs for them to have, the bill as proposed will bring a measure of relief in the following areas which threaten the future especially of the better small colleges which could be strengthened without undue delay:

1. Inability to compete for highly qualified personnel.
2. Excessive teaching loads which militate against research and ancillary scholarly activity for the continued personal development of the faculty members.
3. Disparity in grant allocations by both private and Government granting agencies as between a few large institutions and the many small colleges.
4. Inability of the small college to maintain both quality and continuity even in areas where they have strengths because of high personnel mobility and/or loss of contact by faculty with advances in their fields.
5. Poor instructional salaries which depress faculty motivation.
6. Lack of development offices and services to bring information and guidance to the administration of the colleges.

In reviewing its grant program, the Ford Foundation concluded that, "the handful of great universities is not enough to provide the intellectual capital of American society in the next few decades." The proposed bill urges the Federal Government to give this point serious attention because there is a large number of small institutions which are striving to either maintain their former quality or to achieve competence. They need Government assistance and the Nation needs them.

This bill will give support to these promising and creative efforts on the part of small colleges to survive and on the part of large universities to become intimately involved in the total spectrum of their responsibility to higher education. Moreover, it will begin to answer the recommendation of the President that the Federal Government join in the direct assistance of these developing colleges by such measures of assistance as will support:

> A program of faculty exchanges.
> Special programs to enable faculty members of small colleges to renew and extend knowledge of their fields.
> A national fellowship program to encourage highly qualified young graduate students and instructors in large universities to augment the teaching resources of small colleges.
> The development of joint programs to make more efficient use of available facilities and faculty.[22]

The questioning of Dr. Butler pointed up the issues and revealed the complexities to which Title III was addressed.[23]

> Carlton R. Sickles, Democrat, of Maryland. Just reading the terms of the bill I have some confusion in trying to really understand what we are specifically going to be able to do--the language is rather vague. Can you tell me what, in your mind, you feel we are going to be able to spend this Title III money for?
>
> Dr. Butler. First, the smaller colleges of the Nation have distinctive functions which the Nation should not sacrifice. One of these is that they engage a more direct personal relationship to the student. In the present pattern of competition, competent faculty, grants, and other educational resources, available to the smaller colleges in a previous time, are now difficult to obtain.
>
> Most of them do not have development offices or research directors to lead them to secure resources which are already legally available to them. One of the crying needs among small colleges is for the assistance that large universities can give to bring this grant getting know-how to them.
>
> Another objective of the legislation is advice to administrators on how to best utilize their faculty resources to amplify their capacity to expose their undergraduate students to the latest knowledge developments.
>
> A third is that usually, and it is still a pattern, whenever a combination of a large university and a small college get together for mutual enhancement, and they seek financial resources, the financing and the thinking generally

go to the large university to do something for the small college instead of jointly to the large university and the small college to do something together.

Robert P. Griffin, Republican, of Michigan. Dr. Butler, I share concern about just exactly how this title would operate. It certainly is a worthy purpose. . . . As I look at the guidelines as to what qualifies as a developing institution, it seems to me it is pretty much a matter of discretion with the Commissioner with very little in the way of anything objective or concrete except the fact that they have to award degrees, be accredited or be making progress, and are seriously handicapped in efforts to improve such staff and service by lack of financial resources. . . . How are you going to decide who is going to get the money?

Dr. Butler. The bill proposes that there be established an advisory committee on developing colleges under the Commissioner's chairmanship and I suppose the implication is that the committee itself will establish certain policy guidelines to distinguish between those to whom the grants should go initially as the first priority and those who should wait.

I also think the term "developing" is quite appropriate here because it has implied in it that a college shall have a purpose and an explicit plan which it will submit to this advisory committee for examination on its merit; that there is the procedure for review to determine whether or not standards are being met in terms of improvement of the areas about which the proposal is designed. The term "developing" does another thing. It avoids the problem of offering assistance while at the same time stigmatizing the colleges because of size. I would much prefer this term to a term like weak or undeveloped, something of this sort. Developing is a positive concept. It will lend assistance to those college administrators and those college faculties who desire to move in a positive direction and who are willing to submit to standards by which they will be judged in this positive movement. And particularly in the case of small colleges, there are many of them which are proud and very old colleges. They have had periods of high achievement and periods of mediocrity, determined not merely by the level of external support, but by the quality of the administration at particular times.

> The advisory council, I suppose, would provide a pattern of guidelines to the administrators as to the kinds of directions they may take to strengthen their weaknesses or amplify their strengths.
>
> Mrs. Edith Green, Democrat, of Oregon. Dr. Butler, I share Congressman Griffin's concern. It seems to me that any college could qualify. I wonder if you and the members of the staff would provide us with some language which would tighten up this section, so that we would more narrowly define the colleges that we really intend to help under Title III.

Actually the language was not improved either by the Office of Education or by subsequent testimony. A brief summary of the legislative deliberation, with the nature of the testimony given by representatives of various organizations is given in Appendix I.

Unresolved Issues

Title III, passed in slightly different versions by each house, was finally settled in Conference Committee. Several substantive changes were made. Unlike other Titles of the Higher Education Act, authorization was given for only one year, 22 percent of the funding was earmarked for two-year institutions, and questions about the authority of the Commissioner to withhold Title III funds were raised.

Each of these represented a setback. The time limit put the future of the program in doubt. The inclusion of two-year institutions reduced the funds available and diluted the Title's purpose. The suggested restriction on the Commissioner's power to withhold Title III funds from colleges maintaining discriminatory fraternity systems was suggestive of Congress' hesitation about the uses of these federal funds for stimulating social change. The restriction is significant because this represented the only instance of a specific social change which these funds might bring about.[24]

On the positive side, the principle of institutional aid was established and a federal program of support for interinstitutional cooperation in higher education launched. The needs of the small college for personnel and financial support were aired along with their strengths in teaching and their capacity to educate more students in a more personalized way. While the strengths of the prestigious and large institutions were recognized, it also emerged that all higher education needed upgrading, due to the shortage of instructional personnel, over-concentration of federal funds, and rising costs. But still unresolved was any clear determination of who the developing institutions were. In the House discussion prior to confirming the Conference Report, Congresswoman Green commented,

> It was just impossible for the subcommittee to define exactly what we meant by a "developing institution," but we did feel that we were giving the Commissioner sufficient guidelines and flexibility enough so that he could determine by rule and regulation exactly which institution would qualify.[25]

The passage of Title III also left other issues unresolved. Basically the differences reflected indecision about whether a welfare program or a procedure to release potential was intended. It appeared that the Developing Colleges Program would contain elements of both positions.

The eligibility ambiguity appears in the House Conference Report. In accepting the inclusion of two-year institutions in Title III, Congressman Adam Clayton Powell adds,

> . . . All institutions must meet the accreditation standard and must have been in existence for five academic years. This reflects the Committee's determination that funds be used to support programs that will assist those institutions that are developing in the sense that they are unable to offer quality instruction, not simply because they are rapidly expanding.[26]

The accreditation requirement was itself confusing. If a college was unaccredited it could gain eligibility through a letter from a nationally recognized accrediting agency saying that the unaccredited college was making reasonable progress toward achieving accreditation. In effect, this gave the power to determine the eligibility of "bottom echelon" institutions to these accrediting agencies. The rationale offered was that this made certain that the developing colleges were in contact with an evaluative group and that the applicant college probably would have completed a self-survey.

This decision had its anomalous side since small colleges often complained of the accrediting procedure, quality colleges occasionally ignored it altogether, and the sentiment was general that accrediting agencies did not have good measures for determining quality in education generally and were specifically quite out of touch with marginal institutions. More serious, critics insisted that accrediting procedures were rooted in precedent and were supportive of the status quo. In contrast, the arguments of McGrath, Wiggins, and Butler all underscored the need for Title III to be a force for change. One of the needed changes was in the accrediting procedure itself.

A "desire and potential to make a substantial contribution to the higher education resources of the Nation" was another ambiguous phrase used to characterize the developing institution. In the testimony this was related to the goal of upgrading quality, to providing additional space, to humanizing instruction, and to serving better the economically deprived. Yet the concept of potential was neither fully accepted nor rejected.

In the conclusion of the Report to the House on the Conference Agreement, the following comment was included,

> The main intent of the committee in judging whether a college qualifies as a developing institution is stated in the first sentence of the title. The bill is to assist institutions which for financial and other reasons are struggling for survival and are isolated from the main currents of academic life.[27]

Note that the first part of that sentence lifted from the preamble of the Title, (the desire and potential portion,) was not quoted. The whole sentence read "The purpose of this title is to assist in raising the academic quality of colleges which have the desire and potential to make a substantial contribution to the higher education resources of our nation. . . .

In the USOE Announcement of the program the "desire and potential" clause returned, but the Regulations issued in 1966 and reissued in 1967 made only this reference.

> In determining priorities for awarding grants and National Teaching Fellowships, the Commissioner shall give consideration to such factors as the strong desire of the institution to improve and its potential to develop as a result of a grant under this title.[28]

It was also noteworthy that the Regulations were called, "strengthening Developing Institutions" and not some other title like Releasing the Potential of the Small College.

As a reinforcement to the emphasis on the deficiencies of the applicants, readers of proposals were directed to seek evidence of desire and potential by noting what the college had done by way of internal improvements in faculty, student life, or institutional programs. This may have provided some guidelines for "desire," but the concept of "potential" obviously means more than an effort at self improvement.

The struggle to survive, confronting the developing institutions, was another unclear area. The struggle usually referred to a threat of disaccreditation or the inability to achieve accreditation, and offering a poor quality of education. The House Report further specified:

> Smaller and inferior colleges are beset with a series of problems which must often appear insoluble. They are generally plagued by limited financial support, high dropout and transfer rates, a narrow span of course offerings, and insufficient library, laboratory, and instructional equipment. But it is these chronic inadequacies that make it difficult for developing institutions to attract the sort of assistance they need to overcome their failures. The problem is circular, the colleges are poor, so they cannot become better.[29]

In the explanation of what struggle for survival meant, those that were hesitant about the disadvantaged 30 percent position emphasized other kinds of difficulties. In explanations about Title III made to colleges at regional meetings in 1965 and 1966, primary attention was placed upon the problem of inadequate size. The size problem was mentioned first and given extensive treatment.

> Here is a sample of the magnitude of the institutional problem in national perspective. According to 1964-65 figures, while only 10 institutions have student populations of 30,000 or more and only 94 institutions have student populations of 10,000 or more, 1,943 institutions have student populations of 5,000 or less. Of these, 1,807 have 3,000 or less students and 1,664 institutions have 2,000 or less students. 1,311 institutions have less than 1,000 students. Of the 2,168 institutions, 656 are 2-year colleges. In total over 90% of the institutions of higher education may be classified roughly as smaller institutions in relative size of student body.
>
> The problem is that more than 60% of the 1964-65 total of 5.3 million college students attended smaller institutions. . . .
>
> According to several recent studies, the smaller institutions of our Nation with few exceptions, are being moved more and more out of the mainstream because of the rapid changes in the field of knowledge. Especially is this true because of their diminishing competitive position in securing highly qualified faculty and administrative personnel. Yet, they are continuing to be pressed to accept and to educate an increasingly larger number of students. The needs of the Nation for higher education resources dictate that these institutions must not only be preserved, but they must be improved.[30]

Dr. Butler added an even more far-reaching dimension to the concept of struggle for survival, relating it to the United States itself, speaking at the Association of Higher Education meetings in Chicago, March 8, 1965:

> Education of the disadvantaged is as indispensable to the future of our domestic economy and of our international strength as technological advancement is to the future of our international relations and our military strength. No nation is or ever has been invulnerable to the paralysis and decline which can result from inability to solve basic domestic human problems in times which combine record prosperity, rapid technological change, domestic restlessness, and international tension.[31]

Butler made it clear that the "underprivileged have never been and are not now exclusively Negro; nor indeed, have the privileged ever been exclusive of Negroes."[32] Thirty million Americans in nine million families (only three million nonwhite) were in the category of the chronic poor; 22 percent of adult Americans earned less than $4,000 a year; 11 million Americans were total illiterates, 8 million were white. All this, he urged, had a direct bearing upon higher education; students had opened up the civil rights struggle and in the process had illuminated the needs of the poor. Solutions to these chronic problems would come only when higher education made available its resources to guide the nation through this period of trial.

> For these reasons, the priorities as well as the pressures are upon institutions of higher education to steer themselves, the nation's teachers, students, schools, school systems--and ultimately the nation's communities--from attitudes of segregation and divisiveness, and monolithic interpretation of American culture to attitudes to integration, inclusiveness, and a recognition of the positive values inherent in the very heterogeneity of our American peoples and our diverse national cultural heritage.[33]

Finally, conflicting interpretation also surrounded the meaning of "isolation from the main currents." As used it could mean nonparticipation in professional groups, limited use of educational facilities, or geographic isolation. Passing references were also made to cultural isolation and segregation in white higher education.

When the problems to be solved through the device of cooperative relationships were analyzed, the questions of size and segregation could not be avoided. Permanent solutions to financial difficulties could not be expected from the occasional grant but only by restructuring the manner in which resources would flow as a regular pattern. Even though program criteria implied that the problems were of the colleges' own making and solutions were also in their hands--the realities did not support such a view. The whole cooperative movement, especially with the heavy North-South emphasis, arose out of the recognition that a new educational environment had to be constructed precisely because the old one had proven inadequate.

Two-Way Cooperation?

Beyond the diverging viewpoints arising from the specified criteria used in Title III, there were also definitional problems associated with interinstitutional cooperation, the major device to be used to overcome the problems facing the developing colleges.

The Title III hearings gave little attention to the nature of cooperation beyond indicating that sister relationships could link the developing among themselves, with cooperating institutions, or with business entities.

The House Report nonetheless made explicit that a two-way cooperation was to take place.

> These arrangements enable institutions to share their strengths and, at the same time, to compensate for their weaknesses. They are of special assistance to the smaller colleges which are most crippled by lack of resources.
>
> Cooperative programs take may forms: exchange of faculty and students, faculty improvement programs, programs involving alternate periods of academic study and business or public employment, and joint use of facilities. Under these arrangements, libraries can be shared for their more esoteric fields, wider ranges of classes can be offered, and administrative knowledge and skill can be developed. The possibilities for cooperative work are seemingly as broad as is the range of university endeavor.[34]

Using the Brown University and Tougaloo College program as a prototype of sister-relationships, the Report continued

> Such programs promote the mutual growth of both associated schools. The smaller college benefits from the expertise and the greater resources of the major universities. The large research universities, in turn, can benefit from the humanizing influence and certain special teaching skills of the smaller struggling institutions.[35]

In the early operation of the Title III program, however, the emphasis tended to be placed not on the cooperative element but (in keeping with the theme that developing institutions are the needy 30 percent) on what could be obtained from the established universities: planning resources, instructional staff, curricular materials, use of their facilities, and other resources to strengthen the developing colleges.

The theme of two-way cooperation was largely passed over. Since the developing institution submitted the application, and although they reflected consultation with the cooperating institution, the proposals primarily were the plans of the developing. Feedback to the established institution was incidental, and was not related to the established university's primary development plans. Nor was much attention given to how participating colleges would develop an interdependency. While the developing institution detailed the individuals and departments to be involved, the cooperating college's role was stated in general terms. This is not to suggest that programs were funded in which the developing merely were buying a service, they were not. But at the same time the structural aspects of interinstitutional interaction were given light treatment. This was less an administrative oversight than a reflection of our limited knowledge about the nature of cooperation. The minimum requirements in intensity and/or frequency of interaction necessary for a successful cooperative relationship are not well known.

Clearly such matters could not be ignored for long. For cooperation to endure it was necessary that both parties be able to clearly identify meaningful outcomes, going to the heart of the educational enterprise, and tending toward institutional interdependence. If relationships could be conceived in this way, interinstitutional cooperation would have relevance for innovation, for gains in the quality of both participants, for overcoming isolation, mitigating the struggle, and as a consequence would add new resources to higher education.

CHAPTER III

DISTINGUISHING DEVELOPING INSTITUTIONS

Most of the issues arising under Title III revolve on a definition of the developing institution. In the evolution of Title III two perspectives were presented, one emphasizing the college's need (the depressed 30 percent thesis), and the other looking to fulfillment of the college's potentiality. The hypothesis of this chapter is that quantitative data (which show need) can be applied in the administration of Title III, but that much better criteria are needed that clearly identify potential. The accumulation of data better to assess potential will require a partnership relationship between the United States Office of Education and the colleges which are now struggling for survival. The creation of this partnership was an underlying objective of the Higher Education Act of 1965.

This chapter begins with some comments on the quantitative data that are readily available for use. There then follows a description of how that data could be used (1) to identify a tentative list of eligible institutions, (2) to rank them in a rational order, and (3) to relate a cluster of factors to the terms of Title III: struggle for survival, isolation from the main currents of higher education, and to desire and potential. But these suggested measures only point up the need for other criteria which relate colleges to their environment. In all these measures the assessments should reflect the educational gains experienced by students, which can be attributed to the college.

Notes on Available Data

An incredible quantity of data is available. The Office of Education regularly collects enrollment figures, faculty and professional data, program and curriculum information, statistics on library and other facilities, and detailed breakdowns of annual incomes and expenditures. This list is by no means exhaustive, as the Office also regularly supports studies of higher education and is constantly improving its own fact finding capability. Even more detailed information can be expected in early 1968 as a result of the Higher Education General Information Survey.[1] Appendix II contains an annotated list of some of the available statistical information by individual institutions.

These data, which have been collected for a number of years, permit the observation of changes in the statistical profiles of colleges over time. Unfortunately, few studies of higher education have employed this temporal dimension.

So far, data with a time-dimension have not been used in the administration of Title III. Statistical information should be at hand on the universe of higher education and on each institution for at least the period since 1960. The Office of Education also should support research projects which would provide the Developing Colleges Program with automated procedures for making the most effective use of statistical information. Historical studies of the developmental patterns which colleges of quality have followed should be funded. These studies should focus upon the statistical changes in the institution's data profile, especially for the period immediately following its receipt of major federal or foundation grants, or its acceptance of membership in a high-involvement cooperative program.

We were confronted with a variety of problems in gaining clearance to review Office of Education statistics. Delays of this sort are apparently common, not only for outside researchers, but for units within the Office of Education itself. The problem of getting access to what is available should not be minimized.

Much of the most important material, however, is not available on all institutions. Unfortunately, the gaps are in data from the small and struggling colleges in which we have the greatest interest. The pattern in which data are assembled results in some information being collected at one time, and some at another. There is the added problem that some of the most pertinent data are not current.

Collected data also represent only a selection of what has been thought to be most important. Unfortunately, *a paucity of data exists on what the college does to transform the students it receives into the products that it eventually graduates; that is, there is little information on educational performance.*

A more difficult area is in translating quantitative data into qualitative equivalents. One can find out how many books a college has in its library, but it is more difficult to ascertain their quality. We can record percentages of Ph.D.'s on the faculty, but we do not know their teaching assignments. We can report the number of buildings, but remain unaware of how functional they are. While the absence of good qualitative measures poses major problems, the vast amount of information available makes it possible to put together combinations which point up increasing or decreasing quality levels. It is generally agreed that the expansions of library holdings, the increased expenditures per student, the rising proportions of the faculty holding terminal degrees, and the larger cohorts of graduates being admitted to professional schools do provide a strong case for suggesting that the institution under review is improving its academic quality.

Charting the effect of quantitative expansion in one or more of the institutional characteristics of a college is a most complex undertaking. To refine our judgments, such numerical reports should be related to marginal utility notions and alternative use criteria. It would also be important to get some feeling for the conditions under which increases in quantity have an inverse relationship to quality. So far, this kind of curvilineal scale has been given little attention. We have by no means solved all these problems; there remains a need to study institutional characteristics in groups of factors and to search for their interrelationships. A great number of adjustments will have to be made to accommodate the complexities in even such widely accepted categories as control, size, type, and clientele. But combinations of factors can and should be studied even though the results will be imperfect. Measurable units which relate quantity to quality in higher education can be improved to yield information which can greatly assist our understanding of a college and its potential for the future. Admittedly, this will not result in a definition but in a convoluted and perhaps elastic yardstick. As Title III is now administered, and indeed as many of the public and private programs are operated, quantitative measures are used to make qualitative judgments. The only difference is that there has been little attempt to improve our calibrations.

Sorting Out the Developing: An Empirical View

As Title III made its way through Congressional channels criteria of eligibility emerged. In the first place, the two-year and four-year institutions were placed in separate categories according to a fixed funding formula. Restricting ourselves to those colleges which offered at least the bachelor's degree or more, the testimony to Congress does present some notions about eligibility. From this discussion it is possible to prepare an Empirical List of colleges which appeared to be eligible for Title III grants in 1965. (See Appendix III.)

Clearly to be excluded from the eligible list, at least on first appraisal, are colleges which have established reputations for the quality of their instructional programs. In 1965 a variety of studies was available which attempted to sort out these colleges. That list included:

> The Twenty-Six Leading American Small Colleges: A list prepared by the Center for the Study of Higher Education, University of California, Berkeley

Sources of New Graduate Students, University of California, Berkeley

50 Highest Ranking Institutions in Production of Younger Scholars 1946-51

32 Colleges and Universities with 100 or More Graduates Attending Theological Schools, Fall 1962

25 Colleges and Universities with Highest Indices of Graduates Attending Theological Schools, 1960-61

53 Colleges and Universities with Five or More Graduates Elected Danforth Fellows, 1952-62

111 Colleges and Universities with Ten or More Graduates Appointed Woodrow Wilson Fellows, 1945-60

This list was expanded by adding all institutions which in 1965 had endowments of over $10,000,000, those with selective admissions policies designed to restrict admission to highly prepared students, those with library holdings in excess of 500,000 volumes, and those with per-student expenditures which exceeded $2,000. In addition we also compiled a list of colleges which received major foundation grants to engage in cooperative enterprises . (See Appendix IV)

We have checked the list to make sure that it included all institutions of more than 10,000 students; those granting five or more Ph.D. degrees annually; those granting 50 or more Master's degrees annually; those with 500 or more members on their faculty, and all major recipients of federal research grants. This grouping we have kept separate on a Size List. (See Appendix III, Part 3) The colleges and universities appearing on these excluded lists are contained in Appendix III. This composite list with minor additions and deletions could make up the category Congress had in mind when it referred to established or cooperating colleges.

Moving from the other direction, the list of possibly eligible colleges would apparently include those with characteristics stressed in the testimony. In Commissioner Francis Keppel's testimony of February 2nd before the House Committee and March 22nd before the Senate Committee, specific characteristics of the developing were enumerated:

1. A developing institution has limited financial support, a small endowment, and alumni and friends with limited capital to offer.
2. It usually has relatively high drop-out and transfer rates. These may often stem from a poor admissions policy, but whatever the cause, the result is often a course of study heavy with remedial work and light on challenging assignments.
3. It will likely have a slim catalog of offerings within minimum programs. In some smaller institutions, one or two faculty members may constitute a total academic department.
4. It can boast of little in the way of laboratories, libraries, or other instructional facilities identified with higher education. Because of this failing, the information it offers students is usually minimal and often obsolete, since it cannot adequately keep pace with the knowledge explosion. Some danger signs are the following: less than 50,000 books in the library for an enrollment of 600 students; less than three professional librarians on the staff; a library budget of less than five cents of the total school budget dollar expended. (Half of our four-year schools have less than the required 50,000 volumes; more than half of all our institutions of higher education fail in the other respects.
5. It has difficulty in attracting faculty members of high quality and cannot hold those it does manage to attract. Such weaknesses are especially

> apparent among those institutions with fewer than 200 full time instructors. Fewer have attained doctoral degrees; and their average annual earnings are nearly $1,500 less than those of their colleagues elsewhere in higher education, with the result that they conduct less original research, publish fewer books, and present fewer professional papers and articles.

From the testimony of others involved in explaining what was intended by the term developing, additional factors could be inferred: they should include colleges which receive little foundation or public support; they should have a potential to accommodate larger numbers of students; they should be willing to accept students deficient in the classical characteristics of the regular college-goer--the so-called disadvantaged students. It was also suggested that the developing colleges would probably lack development offices and would not have accomplished much institutional research. Such schools would generally have a small enrollment and would in many cases be geographically and culturally isolated from the major education centers in the country. Although not explicitly mentioned, references were constantly made by all concerned (legislators, Office of Education personnel, and witnesses) to the predominantly Negro colleges. This was underlined in a letter to the author, dated July 29, 1966, from William F. Gaul, Counsel to the House Committee on Education and Labor.

> The discussion relating to Title III of the Act indicates that the House Committee wished that the aid be directed to struggling institutions. While it may not appear in print, it was clearly understood in the Committee and I believe in the Congress that the principal beneficiaries of Title III were to be struggling Negro institutions in the South. An amendment to include junior colleges in the Title III program was offered at the Sub-

> committee level. It was rejected because the Subcommittee wished to limit the program to those institutions which were struggling not by virtue of their recent establishment, but by virtue of their long-time difficulties to obtain financial and human resources.
>
> The House conferees including Mrs. Green were most reluctant to accept this Senate amendment because it was felt it would distort the purpose of the legislation. The resulting compromise . . . reserved a certain portion of the funds for junior colleges.

From the list of possibly eligible institutions we compiled a list of the colleges and universities which had one or more of these Danger Sign attributes:

Less than 50,000 volumes for an enrollment of 600 students or more
Fewer than three professional librarians
Fewer than 200 full time instructors
Fewer than 30 percent of the faculty with the Ph.D. degree
Enrollments of less than 1,000
Expenditures per student of less than $2,000

We reviewed the remainder of the list of colleges to make certain that no predominantly Negro college had been omitted, that all colleges which were remote (50 miles) from listed quality or large colleges or universities were excluded, and that all unaccredited colleges were separated.[2] The results of this sorting are five lists: Prestigious, Large, Small and Nonprestigious, Danger Sign groups, Unaccredited and/or New Institutions, included as Parts 2, 3, 4, 5, and 6 of Appendix III.

We project that Groups III and IV are the developing as they emerge using this empirical approach. This is a useful breakdown of higher education, but it is also only a beginning. In examining the

1966 Title III participants in relation to our breakdown of the higher education universe into these resulting four groups, we found that 39 Title III 1966 and 1967 recipients out of 42 awardees included on our 10 percent sample were on the Danger Sign List (See Column 1 of Summary Table, Appendix V). Similarly all but one cooperating college appear on our Size or Quality List. Only Alcorn is out of place. It appears as both a cooperating and a recipient institution and has three of the danger signs. This suggests that awards have been made almost entirely on the basis of need as identified by deficiencies in one or more of the volume characteristics mentioned by Commissioner Keppel in his testimony and used by us to compile the Danger Sign List. Keep in mind that these five characteristics are size minimums and not per-student ratios.

Toward a Weighted Ranking of Institutions Eligible for Title III

Several problems are hidden when the Empirical List is used for sorting out eligible developing colleges. In the first place, a college could be declared eligible merely because it happened to have one of the danger sign characteristics, no attention being paid to other factors which could be in superlative proportion. Secondly, the Danger Sign List did not take into consideration the relative size of institutions, yet certainly one college with 50,000 volumes in its library and 100 students is quite different from another college with 50,000 volumes and 50,000 students. Thirdly, no effort was made to relate a group of factors and to determine what weight should be given for one factor with respect to others in determining the total college score. Finally, and most difficult of all, no justification was offered for using the particular factors which Mr. Keppel happened to mention. If colleges are to be ranked all of these matters and others would have to be taken into consideration in order to sort out the so-called depressed 30 percent.

To seriously undertake such a ranking in quality terms is extremely difficult. Our efforts illuminated some of the problems. From available sources we collected approximately 90 quantitative measures for each college.[3]

These measurement variables--number of library books available, number of professors on the campus, etc., do not co-vary in a uniform fashion. Some highly esteemed institutions have relatively many books and few professors, for example. Two such measurements, Ph.D. production and the number of library books per capita, have a slight negative correlation. Thus, the dilemma of multi-dimensional analysis: several variables, all seemingly relevant to an assessment of academic quality, but with no uniform correlation.

It is evident that there is no single solution to the problem of trying to link a group of characteristics in order to arrive at a ranking. There are, however, several empirical approximations of a solution. The chief among these are the techniques of factor analysis.[4]

We applied factor analysis running intercorrelations on each of the 90 items.[5] The resultant clustering of individual items or variables, which correlated highly with each other but which had low correlation with other variables, were selected and divided into five areas: student-related, faculty-related, financial, general institutional, and library. These five areas were selected in order to provide an overall view of the institution.

As an independent check, we submitted our list of 90 variables to a panel of experts and asked each of them to select the 30 variables which they believed to be most significantly related to institutional quality. The results of this exercise were substantial agreement on the significance of degree production, size of library (including periodicals), income for general and educational purposes, faculty for resident instruction in degree credit courses, faculty with rank above instructor, and staff engaged in research.

But our efforts to employ an expert panel raised as many problems as they solved. For one thing, only half our experts felt this panel method for selecting quality factors was reliable; and the others did not agree on the factors. Panelists pointed out that they were presented with the very problem their answers were to solve; they said they were without guidelines for selecting factors appropriate for determining quality in developing colleges. They could use the characteristics of the prestigious colleges but somehow that did not seem appropriate. Reminding us of the problem of relating a group of factors, one panelist urged that we resurrect the 1935-36 seven-volume study, The Evaluation of Higher Institutions, which grappled with the same problem and found that many of the items we were considering did not correlate with quality. Our problems were further complicated by the inability of the Office of Education to make available the financial data by institution which we desired.

Faced with these problems, we continued this search, because panelists urged that we experiment with various quality measurements to try to sort out criteria more appropriate to the class of institutions we were studying. The use of volume figures, they suggested, might not show quality, but they might suggest something about development and, hence, should not be discarded entirely. Other quantitative measures, they added, might be derived from minimal standards (library size, etc.), as suggested by professional associations. Input as related to output data (e.g., ratio of number of first time enrollees to number of degrees conferred; percentages of students going on to graduate school and into professional careers) would also provide inferences as to quality. But quality rankings, they concluded, would probably require data not now collected by the Office of Education.

Including the factors suggested by the panel, we selected the following items and recorded them on a ten percent random sample of the universe of higher education.

1. Enrollment
2. Capacity
3. Percent out of state students
4. Percent students working
5. Percent students residing on campus
6. Percent students receiving aid
7. Diplomas conferred
8. Certificates conferred
9. Associates conferred
10. Bachelor degrees conferred
11. Masters degrees conferred
12. Doctorates conferred
13. Faculty size
14. Percent faculty with Ph.D
15. Organized research
16. Library staff
17. Library volumes
18. Library volumes added
19. Periodicals
20. Library, expense per student
21. Total income
22. Number of majors
23. 1st, 2nd, 3rd major areas of study
24. M.D. production
25. College teacher production
26. Nine quality items[6]
27. First time enrollment
28. Percent continued in graduate school
29. Percent drop-out
30. Type of institution

These 30 items were then put through a point-biserial procedure[7] which accomplished two functions. In the first place, we were able to sort out the factors which had high intercorrelations; and by relating each individual factor to the total positive binary score, we also were able to limit our selection to those factors which had high scores and which presumably were related to quality.

In the first analysis these six factors were:

1. Total number of faculty
2. Percent of faculty holding doctorates
3. Total library volumes
4. Total annual income
5. Total number of majors
6. Total males receiving bachelors degrees

The resulting ranking of the 209 institutions in the ten percent sample presented an order which empirically raised serious questions. We found that many of the institutions which we had placed on our tentatively eligible list had higher rankings than colleges which we had excluded as being clearly established institutions. Visits to a select number of these institutions and rechecking with consultants confirmed the initial feeling that our methods were inadequate.[8]

This first effort, to use a family of factors to produce a Rank List, turned out to be primarily of size. The bigger institutions naturally had the larger faculties, libraries and annual incomes. The smaller colleges--despite their reputations--fell low on the rank. In short, the use of absolute numerical quantities--implicit in the preparation of our Empirical List--was really a volume measure. In scannin the list of 1966-67 Title III recipients, it appeared that selections were made on the basis of volume figures. Moreover, a tentative definition of a developing institution offered by the Title III administration read:

A. Range of full-time equivalent enrollment - 150-2,000 students.
B. Educational and general purpose income - $3 million or less.
C. More than half of the grantee institutions spent less than six percent (of expenditures for general and education purposes) for their library. National minimum for liberal arts colleges is five percent.
D. Ninety-four percent of the grantee institutions had per student educational expenditure of less than $1,500.

In addition our scanning of the data on these Title III recipients showed only ten recipients had more than 100 faculty members; the majority were between 40-60; no recipient had more than 45 percent Ph.D.'s on faculty; the average was 30 percent. No recipient college's income exceeded $2 million; only 15 recipients had more than 79,000 volumes in the library, while 69 had less than 50,000 volumes.

In order to correct for this size bias, we computed ratios for data on a per-student basis on all five categories of data (faculty/student, students to Ph.D.'s, library volumes to enrollment, income to enrollment, and first time enrollment to bachelor degrees awarded). We then repeated the point-biserial procedure for ranking the sample.

Our five variables represent the beginnings of criterion indicators which relate quantitative data to institutional quality. Each is discussed below to indicate its strengths and weaknesses. The reader should keep in mind that these factors are suggested not as final determinants of how the tentatively eligible list may be ranked, but rather as important indices which can be used to yield additional data about the relative position of a college as revealed by these quantitative measures.

1. Student-faculty Ratio

Office of Education 1965-66 enrollments and professional staff enumerations were used to compute this ratio. The ratio would seem to bear a relationship to quality in instruction. One of the most frequently mentioned problems confronting the developing institution is said to be an inadequate and overburdened teaching staff. Minimal faculty sizes for institutions, by number and by level of degree offered, have been projected as professional guides. Such ratios can be further refined in quality terms by relating them to the range and types of majors.

Nonetheless, many problems remain. We do not know how many students are actually in any one class, how qualified is the teacher doing the instruction, how many preparations he has to make, or the quality of learning which is taking place. However, as a beginning the student-faculty ratio has a quality inference.

2. Student/Ph.D.'s on the Faculty Ratio

These ratios were computed from Office of Education enrollment figures and related to statistics on the percentage of faculty holding doctorate degrees contained in Gene R. Hawes' Guide to Colleges (1966 edition).[9] Obviously the possession of the terminal degree cannot be a certain indicator of academic excellence, but it is strongly suggestive. Quality teaching can and does occur by faculty members who hold only masters degrees; but as a general rule, the Ph.D. degree is itself viewed as a quality indicator, and the desire to obtain more such trained personnel is one of the major drives of the struggling college.

3. Library Volumes-Enrollment Ratio

The number of volumes per student is only suggestive of quality. We do not know which volumes are on the shelves or how they are used. Yet there are minimum numbers that are widely accepted as necessary for colleges of particular sizes. The library data can be further supplemented by checking the size of the professional library staff, as well as the annual number of volumes and periodicals added. There is little disagreement that while the character of the collection is primary, size of a collection is related to the quality of instruction. Struggling colleges report their need for greater library resources.

4. Income-Enrollment Ratio

Financial information about each institution is especially important if Title III is viewed primarily as a financial catalyst to accelerate development. But financial need, used as a criterion, requires adjustment in order that investments are not made in unsound colleges. Every college could use more money. The quality inference comes in the manner in which the financial resources are deployed. Information about expenditures for: (1) administration and general purposes, (2) instruction and departmental research (not sponsored "organized research"), (3) extension and public services, (4) library, and (5) operation and maintenance of its physical plant, provides indication for assessment.

Unfortunately, the United States Office of Education detailed breakdown of financial data by institution was not available for this study. Our financial projections are limited to gross income figures obtained from the Blue Book of Higher Education.[10] They represent only the aggregate amount of income available for education and general purposes. The figure is obviously not as desirable as the more detailed breakdown. Yet, when adjusted to a per-student ratio, it is at least suggestive. There is the popular view that nothing is wrong with a college that a substantial increase in income will not cure. There is some reason to expect that higher expenditure per student will bring a corresponding rise in quality.

5. First Time Enrollment-Baccalaureate Ratio

Since so much has been said about the developing college's focus upon the disadvantaged student, it seems important to collect data on this relationship. This ratio also reveals the relative emphasis the college places on the first two years. To a limited degree the first enrollment-baccalaureate ratio begins to suggest output criteria which are--as will be shown later--the kinds of quality-related information that should command much more of the Office of Education's attention.

These five factors were then put through a multiregression analysis to obtain the Beta weight for each factor. This Beta weight number was then multiplied by the value of each ratio to obtain the summary score for the institution. It should be noted that this ranking of our sample was not intended to line up the universe of higher education from top to bottom, but rather to ascertain a relative position. We have sorted out four levels: high, medium high, medium low, and low.

This procedure made possible a ranking of the 10 percent sample on the basis of a family of factors, each of which had a determined weight; while this appeared to be an improvement, it also brought out that criteria used for the universe of higher education were not entirely appropriate for some subgroups within that universe. Multi-regression analysis for each of the four quality related levels turned up a different set of variables and different weights. The irony of all of this is that the appropriate factors for a subgroup can't really be sorted out until you know which colleges will be included in that subgroup.

When the quality-related ranking is related to the Title III Cooperative-Recipient Lists, the following results turn up. While 11 cooperating colleges fell in rank II, so too did 12 recipients. In fact, recipients like Loretto Heights, Morehouse College, Lincoln University and Presbyterian College had higher quality-related ranks than did cooperating colleges like the universities of Maine, Akron, Georgia, Cincinnati and Nebraska. In short, aside from those colleges of top and bottom level quality-related rankings, it was hard to tell a cooperating from a recipient college. Clearly, the depressed 30 percent standard, at the one extreme, or the characterization of cooperating colleges as America's finest institutions, at the other, made very little sense. In short, the neat distinction between established and developing colleges, which seemed so logical when the Empirical listing was used, literally comes apart when ratios, weighting, and multidimensional analysis are applied. While our statistical procedures are still at an elementary level, they already clearly point up that awards are now being made without knowledge of how a given applicant or cooperating institution fits into the universe of higher education. (See Appendix V, Parts 1, 2, and 3)

A further refinement involves weighing into the quality-related measure an adjustment for the level of academic and/or professional degrees offered by the college and the number of majors offered. Quite obviously, more resources are required for M.A. and Ph.D. programs than for those at B.A. levels; and clearly, the quality of an institution is affected by how thin it tends to spread itself horizontally. These program adjustments are indicated in Part 1 of Appendix VI.

Time Dimension

In order to take into account a time dimension, we recorded for the 10 percent random sample the five-ratios data for the base years 1959, 1962, and 1965. We were then able to determine whether or not the institution was changing, the direction change was taking, and the rate of change.

The procedure for determining change patterns involved first running frequency tabulations for the three base years on the five variables used in the quality-related ranking. This gave us the transition matrices for each variable. We then ran an internal consistency test and assigned the decile values for the transition variables. Next we computed the change units and arrived at a change score for each variable. The five scores for each institution were totaled, Beta weights determined, and transition score assigned to each institution.

Several alternatives were possible for the transition patterns for 1959 to 1962 and 1962 to 1965. The following Table shows the quality rank for 1959 followed by the quality rank of the same institutions in 1965. The remaining boxes indicate the change patterns of these institutions between 1959 and 1965.

"No change" indicates that the institution was changing at a rate equal to the norm; "positive" indicates change above the norm, and "negative" below. It is important to keep in mind that a negative score does not imply a loss or no growth within the institution, but rather that the growth has been less than the norm.

An examination of the gross change patterns suggests the patterns of the low and high quality extremes are more restrictive than in the two middle groups; movement appears to be more characteristic of these groups. Among the prestigious (high) and very low quality institutions, this probably can be explained by the fact that they have attained a level of quality where additional inputs have less

TABLE I

TRANSITIONAL PATTERNS

1959 Quality	1965 Quality	Positive Positive	Positive No Chg.	Positive Negative	No Chg. Positive	No Chg. No Chg.	No Chg. Negative	Negative Positive	Negative No Chg.	Negative Negative
LOW (n=27)	LOW$_{10}$		3.7	3.7	11.1		14.8		3.7	
	MID-LOW$_{14}$	7.4	11.1	14.8		3.7	11.1	3.7		
	MID-HIGH$_{2}$			3.7	3.7					
	HIGH$_{1}$				3.7					
MID-LOW (n=101)	LOW$_{7}$		.9	.9			3.9		.9	
	MID-LOW$_{68}$		2.9	11.8	4.9	7.9	23.7	3.9	5.9	5.9
	MID-HIGH$_{22}$	.9	4.9	2.9	.9	.9	1.9	4.9	2.9	.9
	HIGH$_{4}$			.9	.9		.9	.9		
MID-HIGH (n=43)	LOW$_{1}$		2.3							
	MID-LOW$_{17}$	2.3	4.6	4.6		2.3	11.6	4.6	4.6	4.6
	MID-HIGH$_{20}$	2.3		11.6	4.6	4.6	18.6	2.3	2.3	
	HIGH$_{5}$			4.6	2.3		2.3	2.3		
HIGH (n=38)	LOW$_{1}$									
	MID-LOW$_{10}$		2.6		13.1	2.6	7.8			2.6
	MID-HIGH$_{14}$	2.6	7.8	7.8	2.6	5.2	5.2	5.2		
	HIGH$_{13}$	2.6		2.6	2.6	10.5	5.2		5.2	5.2

effect. The obverse of this is that for certain institutions, apparently those in the middle, a given input has more effect than for the extremes insofar as changes in quality development are concerned, and the intriguing possibility is presented in Table I *that the internal dynamics among colleges in the middle groups are more upwardly oriented*. If so, Title III grants to these institutions might be much more productive because they would reinforce hidden potential; whereas, grants to the very low will encounter more regressive tendencies. The addition of time dimension further underlines the fact that judgments derived from characteristics of the prestigious institutions or overemphasis on poverty, have the effect of obscuring an institution's potential.

The time factor needs much more detailed and extensive information on the continuation of change rates of all relative factors and how the changing rate of one factor is intercorrelated with the changing rates of all other factors.

Robert McGinnis of Cornell University and A. T. Bharucha-Reid from Wayne State University have suggested that a quantitative analysis of continuous changes in institutional quality could be made through constructing a number of matrices and by utilizing stochastic process theory.[11] A. A. Markov, a Russian mathematician, invented such a procedure for measuring change possibilities in systems in which the individual components of the field are themselves changing in their respective rates of change. Two assumptions govern Markovian chains; first, that a given factor in the system has a probability for movement based on its own evolutionary dynamic and its evolving interrelationships with all other relevant evolving factors in the system. The second assumption states that these change probabilities remain constant over time. Thus, when we compute these probabilities in the system, we can project its probable position in the future.

If these mathematical models are reasonably accurate reflections of the actualities in the world of higher education, then projections could be made as to the direction, speed of transformation, and ultimate equilibrium for each college in quality terms. Note that these eventual states are the results of combinations; and, thus, current quality levels may mask major potential. The change combinations for the institutional data on now fairly unattractive colleges may be far more promising than those the better known institutions will reveal. The Markovian equations descriptive of this process are reported with explanations as Appendix VI. This approach provides the most promising possibilities for identifying institutions which would seem to have a marked potential to move up in quality.

Critique of Statistical Findings

This statistical approach to distinguishing the developing institutions could be useful for the administration of Title III, in spite of many hurdles which have not yet been surmounted. It is well, however, to take candid stock of the difficulties.

The data currently available leave much to be desired. It is difficult to know even the universe of higher education.[12] The information which is reported to the USOE about individual colleges is incomplete, not up-to-date, and often reported differently in alternate sources. When it is available, we know too little about how to interpret increasing quantities, how to select factors which are related to each other and yet take into account factors which vary independently. There is every reason to expect that the quality that quantity suggests, at one end of a continuum differs from quality indications at other levels. We have done too little to determine the relative weights to be given a factor as its quantity changes. The five factors which we have used therefore can be challenged as not being the best possible group or as not being sufficiently quality-related.

Our historical analysis, with only two transition periods, is perhaps too short and consequently inadequate for establishing probability coefficients.

But despite all these problems, the information generated by using quantitative measures, we think, is superior to what is now available. The importance of this information stands out when one attempts to probe the language of Title III. These statistics do begin to yield data on potential. Viewing data on an institution over a period of years brings out strengths and weaknesses. You at least begin to look at potential in terms of a combination of factors and a pattern suggestive of stagnation or change. These statistical data do establish base lines which can be reference points for the future. They make possible comparisons in performance between colleges. Most significant is the fact that greater accumulations of this information in more exacting forms might yield even more elaborate program guidelines as to how much might be awarded, in what priorities, and toward which goals. The Markovian chains at least raise the curtain on a college's hidden capacity.

Light can be shed on the idea of struggle for survival through statistical analysis. Detailed data on income and expenditures reveal major sources of support and point up the burden carried by students. Allocation of resources tests the quality of management decisions and reveals unstated priorities.

Some feel for isolation from the main currents of higher education begins by counting the miles that separate a small college from a prestigious institution. It must go on to take into account the special kinds of isolation which separate the predominantly Negro college and certain church-related colleges from the rest of higher education. But the major isolation, which Title III attempts to overcome, is separation from the major and regular sources of student, faculty, and financial support which should be normally expected to accrue to a college. This added data could help in identifying these barriers. Obviously, much more could be done in locating barriers by following the involvements of faculty and students in their respective disciplines and the contributions they make to community life. Isolation also involves the inability to play a full role in the larger society.

Statistical information will tell us something about whether a college is maintaining its efforts both in a given area and in its overall program, or whether the federal grant does, in fact, lead to a supplanting of existing support. With this information in hand, we will not need to speculate as to whether foundations are reducing their levels of support or changing their emphasis. Some of this information can be extracted from the financial statement.

For all these reasons, this accumulation of statistical information and the manipulation of it through factor analysis, multi-regression equations, and Markovian chains should be undertaken without delay.

The real shortcomings in applying a statistical approach are that the data are not available regarding the major forces which impinge on an institution's development. These non-reported factors are to be found in the developing college's effective environment. A more adequate assessment of potentiality, struggle, or isolation requires understanding of the setting in which the college is situated. The pursuit of an understanding of this environment leads off the campus and into the community. It may start with a look at governing boards, but it will go on to master plans, accrediting agencies, sources of financial support, cohorts of available students; and beyond to historical, economic, political, and cultural considerations. In short, it encompasses data the Office of Education does not now collect. In preparing guidelines for its consultants, the Commission on Undergraduate Education in the Biological Sciences has summarized this point:

> Campuses differ. The most obvious differences rest with the stated mission of the institution, its relationship to the community it serves, the profes-

> sional commitment and the social composition of its faculty. Each institution has its own institutional "system of values" which reflect those of the Trustees, the President, the Dean, the Department Heads, and the faculty. The value system is a result of the complex of commitments that have evolved as the institution has adapted to the internal and external forces which constitute the social ecology of the institution.[13]

We must develop the capacity to weigh a college's effectiveness in terms of this supersystem of which it is a part, and there are positive as well as negative factors to be taken into account. A macrodimensional view must be added to the micro assessments that have generally prevailed. Katz and Kahn have provided the theoretical model for this approach.

> The basic hypothesis is that (college) organizations and other social systems are open systems which attain stability through their authority structures, reward mechanisms, and value systems, and which are changed primarily from without by means of some significant change in inputs.[14]

Without knowledge of these supersystems, the Title III program may involve applying the right solution to the wrong problems.

A better knowledge of restraints and opportunities within the college's effective environment will lead to better assessments of interinstitutional cooperation which in effect creates a new environment. It is this tool which the Title III program employs and almost no guidelines have been offered to determine when interinstitutional cooperation is a relevant instrument.

But even beyond these problems, the statistical approach is inadequate primarily because we have too few indicators of educational performance. Our own pilgrimage highlights the immense difficulty in measuring educational quality: little agreement on what is meant by quality, the large number of variables which affect quality, and the intangible nature of many fundamental factors.

Indicators on educational performance are even more trying, for they seek to sort out only those factors which are related to performance:

> When we talk about performance of a system, we mean not output--what the product (the graduate) is like when it leaves the system--but what the system does to transform whatever it receives into the product; in other words, an input-output relationship.[15]

So far, most of our efforts have dealt with output data, or even worse, with data suggestive of output. The good performance should not be judged only in terms of where the students go or what they do, but should highlight the gain they make while passing through the college. Meaningful indicators must relate input and output.

Norman Kurland of the New York State Education Department has recently listed some of the input and output data which need to be collected on students: their capacity to learn, physical well being, motivation, home environment, community environment, previous schooling. All of these factors are highly relevant to an assessment of gain; they are also exceedingly difficult to measure. But yet they do get at the student, who is--or should be--the primary target for the developing college program. On the output side achievement scores, the performance of students at the next educational level or in their careers, are important indicators once input data is in hand. Some indirect institutional data are helpful, like staff turnover, student withdrawal and transfer data, staff quality and quantity, and the nature of the curriculum. You will note that these factors relate to a considerable degree to the data employed in this chapter. This kind of data should be related to detailed impact studies of what effect very different college environments have on their students, faculty, and community. These studies would probe for measurable criteria that can be correlated to specific objectives. The procedures now being developed by Morris Keeton--labelled anthropological triangulations--offer a great deal of promise for the effective and economical measurement of institutional climate.[16]

One final thought must be underlined. Even though the statistical data, suggested in this chapter, can be assembled for a reasonably modest investment, it must be remembered that no data can replace the use of panels and on-site visits. Unless it might be misunderstood, we feel that statistics are but aids to the primary decision makers--qualified and dedicated people.

CHAPTER IV

COOPERATION

Although interinstitutional cooperation is the main instrument for upgrading quality under Title III, little is known about what it entails. While the descriptive literature on cooperation is extensive, assessments of programs are few since portrayals of successes predominate. Little is recorded in the literature on the nature of the interaction between colleges, less is known about the effects this has on faculty, students, and generally upon the institutions. Therefore, so far we have not been able to measure how cooperation can upgrade a college and involve it in the resolution of major domestic problems.[1]

This paucity of information is not because cooperation among colleges is new; it is almost as old as higher education itself. In the United States, instances of cooperation among colleges can be traced at least to the 1890's. Serious interest in linking colleges developed around World War I, and was an incidental consideration during the next three decades. It became a major activity in the late 1950's. The most recent stimulus for cooperation has been generated from almost every segment of higher education. However, despite as many as 1,500 identified programs linking colleges to each other, we remain largely uninformed about the nature of interinstitutional cooperation.

The Title III intention, to use interinstitutional cooperation as a device to upgrade the quality of education, is built upon a foundation of limited understanding of what this device can be expected to do. The theoretical void is central. There is hardly any agreement about when interinstitutional cooperation exists, no purposeful taxonomy has evolved, and comparative studies are yet to be written. We don't know the issues posed by the interaction of colleges, the elements common to successful cooperation, how to distinguish developmental programs from incidental projects, what the *quid pro quo* elements are in cooperation, or how these links effect institutional autonomy. The extreme limits of our knowledge loom larger when the intention is to link together colleges of different levels of quality--combining the established and the developing.

Actually, there is nothing really difficult about assembling the necessary information. A beginning was made in the Office of Education's assessment of the Hampton-Cornell sister-relationship. Numerous individuals who have been close to such programs as Stillman and Indiana, Michigan and Tuskegee, and North Carolina College and Wisconsin, expressed their endorsements of interinstitutional cooperation at Morehouse College in August of 1965. Unfortunately, this latter conference report has never been published. As a small effort to fill this void, a companion volume to this report, *Interinstitutional Cooperation in Higher Education* has been prepared by the Institute of Human Relations.

But patterns of interinstitutional cooperation must be given much greater attention if the administration of Title III is to reach its full potential. It must be clearer when interinstitutional cooperation comes into existence, which involvements appear most likely to move a college on toward quality, how this process can be accelerated through financial assistance, and the conditions under which aid reduces the struggle for survival and releases the maximum of new resources into the mainstream of higher education.

Commentators on higher education have pointed to needed research. We need to probe the origins of cooperative programs, to document the forces which accelerate and restrain the process, and to evaluate outcomes in the light of the functions of higher education.

This chapter makes a beginning by projecting a theoretical framework within the concepts of systems analysis. To get a better view of what is going on, the dimensions of college-college cooperation have been assessed with the analysis emphasizing cooperative programs which link colleges of different levels of quality, and colleges of the same level of quality; although, stressed in the discussion are the issues and problems that are likely to be prominent in cooperative programs among unequals.

A Systems Approach

A system can be simply defined as a collection of functions which are interdependent within a structure. The cement that holds the system together is anchored in attitudes, perceptions, beliefs, motivations, habits, and expectations of the human beings who make it up. A social system can be distinguished from its setting by determining its boundaries, isolating the behavior patterns peculiar to it, and distinguishing it from other systems. A list of the essentials of a social system has been offered by Talcott Parsons.

> . . . a plurality of status-roles enacted by actors who are motivated, who interact in a situation possessing symbolic and physical aspects, who aim to optimize their gratifications and minimize their deprivations, and whose relationships to their total situations are defined and mediated in terms of a shared and structured set of symbols.[2]

Systems theory is concerned with relationships among the parts of the structure and the relative interdependence of the structure with its environments.[3]

A College Can Be Usefully Viewed as a Socio-Economic System

In a college or university the social interactions are primarily among students, faculty, and administration. The purposes the college pursues are generally the creation, preservation, and dissemination of knowledge. The major structures are clearly delineated into departments and colleges in which there are specified functions and roles. As a system, the college maintains itself through a continuing input of resources in personnel and materials and releases to the environment graduates and the results of its research efforts. As we become aware of the interrelationships among these parts, the effect of one part upon another, and the relationships of the whole to its users, the college can be seen in systemic terms.

The United States can be perceived in systems terms. There are many overlapping, competing, interdependent social systems of which higher education is one. Higher education is a system[4] of patterned interaction among colleges and universities and with related enterprises. This interaction has produced uniformities, structures, symbols, and expectations which are shared. All the colleges in a state or region for certain purposes can be viewed as a system when they comprise a more or less tightly interacting pattern of reinforcing behaviors. For our purposes we are confining attention to the individual college as it relates to another college or university in a cooperative program. Systems exist at any of these levels as a consequence of the questions we ask about these interacting behavior patterns.

Systems theory has developed out of biology, physics, engineering, and mathematics. Certain physical laws governing systems which have been developed in these areas are gradually being applied to socio-cultural variables. In physics, concepts like force and energy are clear. In the social sphere only analogies to these processes have appeared. These analogies are helpful because they focus attention on the interdependent parts of a college and bring out patterns of information, energy, and material change between the college and other systems to which it is significantly related.

Three levels of investigation of the behavior of systems are essential: how the parts of the system relate to the whole, how the system relates to its environment, and how the system fits into a larger framework or supersystem. The parts-whole pattern includes particular attention to the resources or inputs (physical, material, structural, informational, etc.) that the college has to work with; and is related to the college's products or outputs (research, service, graduates, etc.) that it releases. Environmental concerns focus attention on the boundaries of the system, the mechanisms for regulating the flow of information and energy in and out of the system, and the reinforcing or feedback devices which keep the system going. Concern with supersystems expands the level of vision from the resources immediately available to the structure into which the college fits.

The relationship of the college to its supersystems can be evaluated by determining such things as:

> . . . power to stipulate sources of inputs rather than accepting sources prescribed by the supersystem (e.g., is the institution able to procure the students and faculty it desires, or does it end up taking the leftovers and castoffs of the educational community?); power to choose target populations for export of the organizational product (e.g., can the institution send its students on to graduate schools of choice and quality? Can its graduates gain employment--assuming that other barriers to employability are minimized--in areas related to their college study by virtue of their preparation at the institution?); development of internal mechanisms for organizational regulation, including positive and negative feedback.[5]

In order to understand the behavior patterns of a college, it is necessary to be aware of the larger systems of which it is a part. It will be important that the goals to be achieved by Title III funds not be too incompatible with the general goals of these larger systems.

The capacity of a college to participate in a cooperative program will be determined in part by the manner in which its interdependent parts relate to each other. According to Talcott Parsons, the internal attributes of an established university highlight the preeminent position of the faculty, the central type being the professor of arts and science. The structure is collegial, a voluntary association made up of members who are largely holders of the Ph.D. and who have professional roles. Departments are likely to be companies of equals with status being set by the stage of individuals in their career development. The structure is fundementally non-bureaucratic, the rapid growth of high-level administrators being kept in balance by the penetration of academics at all operational levels and with status and prestige rooted in academic rather than administrative achievement.[6]

Against this model the developing college, in the popular idiom, is viewed as being incomplete in its evolution toward this pattern. To a great extent small colleges are seen as undiversified, and without graduate or research facilities. Standards are thought to be sought, not set. As organizations they appear more controlled from the top, with heavy stress on administrative routines. Ph.D.'s are in short supply--the forces of bureaucracy often seem to predominate.[7] Perhaps this perspective reflects the absence of alternative clear models.

The more collegially organized university may well be more easily involved in a cooperative program. Links between one or another of its departments can be made with a developing college. If one department is not interested, another may be. In contrast, a smaller college may be able to agree to link with a university only with overall approval of the project by the administration. Individual departments are less autonomous. On the other hand, it may be all but impossible to secure institution-wide agreement at the large university to commit the whole institution to a cooperative program.

Colleges As Open Systems

The relationship of the college to its environment is clearly one of an open system. Colleges are open systems because they are continuously interacting with their social setting. Some colleges are more open than others to external influences, dependent in part upon the maintenance and survival structures that the college puts up. Such structures have the functions of keeping the college partly separate from the environment in order that the functions of higher education--the creation, preservation, extension, and discovery of knowledge--can be continued. Balanced with this is the need to get from the environment sufficient resources to carry on these activities. Developing colleges are struggling for survival precisely because their relationships to their environments are unfavorable. The struggle may be rooted in inadequate resources or it may be traceable to the position the college has in its supersystems, such as a state master plan or a church-related system of education. Each college contends with its effective environment and the cooperative program should provide a change in these relationships, more favorable to the developing institution.

The functions of the college illustrate its openness. Teaching depends upon the continuous flow of personnel into the institution to carry on instruction and a comparable input of students to fill the classrooms. The flow of graduates out of the college bears a direct relationship to its capacity to continually renew its resources. Most of the topics for research as well as the resources to carry it on come from outside the college, and the product, while useful in instruction, is also often intended for a non-college user. One of the central problems Title III confronts is that only some problems are created in higher education, others are created for higher education by forces in the larger society.

The degree of openness of a college has two dimensions. At the one extreme it is a function of the college's ability to retain its special identity as a knowledge creating, extending, preserving, and transmitting institution. Threats to the functional existence of colleges or universities are illustrated by the threat to independence imposed by legislative intrusions, over responsiveness to donors or contractors, and lack of independence from a board of control whose goals run counter to the knowledge function. Or the threat to existence can come from the other extreme, when the college's relationship to its environment is not productive of the necessary resources for the college functions to be carried on. The college in this circumstance is undernourished. Title III, when it refers to struggle for survival, seems to be aimed at the latter condition, although the manner in which the student experiences the college or university may be relatively the same under one condition as under the other.[8]

The boundary problem also bears a relationship of relevance to the college's environment. The issue of involvement in the community for the developing is not so much whether the institution will be involved; it is rather for whom and in whose interest that involvement will be focused. Here the Higher Education Act applies pressure as it aims to increasingly direct the resources of higher education toward society's needs: particularly the problems of the urban places, the poor, and the segregated. These are areas from which higher education has traditionally remained relatively aloof. In this sense of involvement in social change in the interests of those of limited power, many prestigious institutions are either underdeveloped or avid protectors of the status quo. Too much interinstitutional cooperation is handled like a fashionable activity, business continues without concern for the energic transactions with the larger system. Obviously, the hopes of effecting significant and innovative change requires seeing interinstitutional cooperation not as an event but as a process of change.[9] Cooperation under Title III is to bring about the involvement of these major institutions in an effort to resolve society's pressing social needs.

Any analysis of the effectiveness of a college's operation has also to take into account the perspective from which the evaluation is made. The view inside a developing college varies greatly from the view outside it; a view from above differs from a view from below.[10] The Title III administration is both above and outside the developing, while many of the changes are dependent upon the view from below and responses inside the college.

Katz and Kahn have identified nine characteristics of physical systems which have analogies in colleges when they are viewed as open systems.

> 1. Inputs. Open systems import resources from the external environment . . .
> 2. The through-put. Open systems transform the energy available to them.
> 3. The output. Open systems export some product into the environment, whether it be the invention of an inquiring mind or a bridge constructed by an engineering firm . . .
> 4. Systems involve cycles of events. . . . The product exported into the environment is related to the sources of energy for the repetition of the cycle of activities . . .
> 5. Negative entropy. Entropy is a measure of disorganization. To survive, open systems must move to arrest the entropic process; they must acquire negative entropy. . . .
> 6. Information input, feedback. . . . The inputs into living systems consist not only of energic materials which become transformed or altered in the work that gets done. Inputs are also informational in character and furnish signals to the structure about the environment and about its own functioning relative to the environment. . . .
> 7. The steady state and dynamic homeostasis. The importation of energy to arrest entropy operates to maintain some constancy in energy exchange, so that open systems which survive are characterized by a steady state.
> 8. Differentiation. Open systems move in the direction of differentiation and elaboration. Diffused global patterns are replaced by more specialized functions.
> 9. Equifinality. Open systems are further characterized by the principle of equifinality, . . . according to this principle, a system can reach the same final state from differing initial conditions and by a variety of paths . . . [11]

Title III grants instituted new inputs and outputs. For the established college it may involve new outputs in research, teaching or service; for the developing, it could mean new inputs in financial aid, research, students, and staff. The results of the exchange should be the establishment of new patterns in both as a result of the interaction. Yet it should also permit each to pursue more ardently its own unique path. A standard each party to the cooperative program will apply is how does the new relationship contribute to its capacity to resist the erosion of the higher education function? Does it help to establish a steady state at an enhanced level of academic quality? Needless to say, it is the relationships that these funds establish which are crucial and not the sum of the grants.

An effective cooperative program can be expected to result in more clearly focused goals, and for the developing some new specializations are likely. The cooperative is more likely to last if there are mechanisms that permit each partner to learn from the experience. Feedback is a regulatory device, a damper to insure negative entropy.

The great attraction of systems theory is the opportunity it offers for constantly improving our knowledge. Title III provides a set of goals out of which questions can be asked relating the United States Office of Education to these colleges. The application process affords a unique opportunity regularly to solicit ever more relevant ecologocial information to correct the judgments about the programs funded. Grants are of sufficient size to be for a college a significant input that can be followed as it enters and passes through the system. The data regularly collected by the Office of Education about the universe of higher education would provide reference points about where a college was in quality terms one year and where the next. The perfection of Markovian chains would yield a much greater volume of information particularly if the Office of Education were also funding research projects on the profiles of colleges which over time showed dramatic improvement in their levels of quality.

As the Administration of the Developing Colleges Program better perceives these cooperative programs in systemic terms, and becomes more aware of the systemic relationship--or partnership between itself and this group of colleges, it too will begin to profit from feedback. One major consequence could be a much more systematic response to a range of needs developing colleges have as a group: in their process of decision-making, the operation of their business offices, the registration of students, class scheduling, curriculum coordination, and in sequencing the learning experience of students. In these latter fields systems engineering techniques have been more extensively developed.

In simple terms, systems theory, to be most effectively used as an analytic tool, needs itself to be governed by a loop or information feedback mechanism. Extensive use of computer programs, simulation models, and games theory should be employed. The Developing Colleges Program, unaware of what is going on, will not develop negative entropy, will not be a program but a collection of random decisions. Just having good people on staff will not suffice as the relevant data is dynamic, interrelated, non-linear, and complex.

This systemic view of colleges would permit a probing of the nature of the interinstitutional relationship. It complements our program to identify the developing institution through considering similar factors: the change rates of quality indicators internal to the college, the assessment of gain by students with outputs and inputs in mind, and the need to assess performance in the light of the perameters of movement available to the college. Beyond this, the systemic view of cooperation provides a better assessment of what is happening in the interaction of colleges, to whom it is happening, and toward what expected consequences. This magnified view of cooperation makes more realistic any assessment about reducing the struggle for survival, overcoming isolation from the main currents of higher education, or the release of resources to the enhancement of the national educational resources.

Title III is concerned fundamentally with change. In the past too much of the energy invested in change has focused upon the individual rather than upon the institution. This hazard presents itself to the Developing Colleges Program as proposals tend to identify specific individuals to be brought in or released or specific resources that are to be made avilable. Katz and Kahn have outlined the problems inherent in this individualized approach:

> . . . to approach institutional change solely in individual terms involves an impressive and discouraging series of assumptions--assumptions which are too often left implicit. They include at the very least: the assumption that the individual can be provided with insight and knowledge; that these will produce some significant alteration in his motivational pattern; that these insights and motivations will be retained even when the individual leaves the protected situation in which they were learned and returns to his accustomed role in the real-life situation; that he will be able to persuade his coworkers to accept the changes in his behavior which he now desires; and that he will also be able to persuade them to make complementary changes in their own expectations and behavior.[12]

While the weaknesses of these assumptions stand out in their enumeration, the pressures to use the Title III program as a means for upgrading the credentials of individual faculty members in developing colleges is great.

On the whole, the processes of change are also not effectively set in motion through inputs which are primarily informational in nature. While such inputs can help to provide the rationale for change and they may outline the steps, they are not likely to produce basic modifications unless related to other methods of altering the basic interdependent patterns of the system. The target for information, wherever possible, should be the institution rather than the individual.

To attempt systematically to introduce change in a college is to proceed into a largely uncharted area. The most likely possibilities are in terms of restructuring the college's relationship to its environment and supersystem, or in fundamentally altering the relationships of the parts of the college to its whole. There must be at some place an overload or investment that goes beyond the system's needs to maintain itself. In order to look to significant change, the Title III program will have to concentrate more of its resources not upon the struggling or the depressed 30 percent, but rather upon those institutions which have a potential for movement which can be released by a structural, attitudinal, or environmental change.

What's Been Going On?

Cooperative programs can be divided into two types. One, a "loose" kind, involves matters essentially tangential to the central interest of the institutions, matters that colleges can take or leave, that involve little or no commitment, few changes in the ways of doing things, or no risk to autonomy. The other kind of program is elusive to define, but it touches the "mission" and the "academic heart" of the institution. It goes after what the institutions are all about. It is the difference between agreeing to share library books and agreeing to marshall resources to transform the academic program, between agreeing to joint consultation and agreeing to meet and be bound by the vote. Clearly, most interinstitutional cooperation in the past has been of the "loose" type, lacking in substantive value.[13]

There is much being written about interinstitutional cooperation, although most of it has been weakened by the absence of survey data. For instance, Blair Stewart could write, "Hardly a week passes in which there does not appear a new list of colleges planning to combine in some manner,"[14] and add that most of the associations were made up of from five to twenty-five members, that they were concerned with educational and business activities and aimed at an increase in effectiveness and lower costs. Kevin Bunnel and Eldon Johnson have recently emphasized that the nature of cooperation is changing, partnerships are not aimed at achieving some particular function but for the advancement of institutional goals; the drive is not aimed as much toward economics as toward completeness,

> The most potent bounds are common geography, common new funds, common danger, and common new purposes. Common background exerts much less influence than might be expected, as testified to by the fact that tight federations have not arisen even among colleges closely tied to the same church.[15]

These assessments taken from two of the leading and most recent publications available on trends and developments in higher education, both of which heavily emphasize interinstitutional cooperation, have had to be based upon sharply limited observations. Until very recently it was not possible to assess what was going on in interinstitutional cooperation.

The work by Raymond S. Moore[16] thus stands out as an important step forward. Using a United States Office of Education approved questionnaire, he asked 1,577 institutions (counting all branches as the Office of Education does in its universe of institutions offering a bachelor's or higher degree) what they were doing in interinstitutional cooperation. His findings are based upon a tabulation of the 91 percent returned questionnaires.[17] Associate Commissioner for Higher Education Peter P. Muirhead commented on the resulting Guide to Higher Education Consortiums 1965-66

> The two directory tables should be of value to all institutions which are now members of consortiums or which are interested in starting or joining consortiums. Those institutions with problems in interinstitutional cooperation can discuss their common dilemmas by getting in touch with other listed institutions. Institutions that would like to form consortiums can discover which types of interinstitutional cooperation they would like to undertake. In order to seek advice and thus possibly avoid many problems, such institutions might well communicate with those which have had experience in the same or similar type of consortiums. . . . Research workers who plan studies involving consortiums might well begin assembling data from the institutions identified in the directory tables.[18]

The Moore studies provide a statistical snapshot of interinstitutional cooperation as it looked in 1965-66. The original intention was to focus upon graduate school cooperation, although as the study progressed, a good deal of information was assembled on higher education generally, and some data was brought together on developing colleges. In reviewing the findings that have been published, the following can be reported.

1. There are 1,017 identified consortiums.[19]
2. 1,551 colleges and universities were involved in these consortiums.
3. About 665 of these arrangements were bilaterals.
4. 175 groupings had five or more member institutions and 75 arrangements include 11 or more institutional members. Several involve 100 to 400 or more colleges and universities.
5. About 1,000 institutions reported participating in one or more arrangements.
6. Among the 482 colleges that reported no involvement, 325 were schools with enrollments of less than 1,000 students.
7. Many of the best known colleges in the United States were heavily involved, a few prestigious institutions having membership in more than 50 such arrangements.
8. 33 discontinued consortiums were identified. Half of this group indicated that the experiences had been successful.
9. The Southeastern section of the United States leads in interinstitutional cooperation with 75.6% of the institutions involved in some kind of cooperative program.

10. Consortiums involve every geographical combination.

11. The most common grouping was public institution with public institution, 243 arrangements or 23.9% of all existing consortiums. Private with church-related followed, with 189; private with private, 167; church with church, 152; public and church related with 73, and there were 72 consortiums which included public, private, and church-related institutions.

12. Almost 50% (49.8%) of all consortiums have no extra-institutional support. Of those which do have outside support, most rely on private sources.

13. Graduate academic programs make a much larger use of interinstitutional cooperation than do undergraduate programs.

14. With respect to developing institutions: "About 32% of all public institutions indicated an interest in cooperation with a view to participating in the upgrading of developing institutions.

While the Moore study provides an important beginning, it still leaves much to be done to detail cooperative patterns between institutions of different levels of quality. In the first place, the universe of bachelor and above degree granting institutions, currently in use by the United States Office of Education, omits some 400 higher education institutions, many of which are developing colleges.[20] Secondly, the focus of the Moore inventory was interinstitutional graduate cooperation. For these reasons and others, some 205 cooperative programs involving developing colleges were not included in this 1965 survey.

Moore, well aware of the inadequate response his questionnaire elicited, has pointed out the problem from a different standpoint:

> . . . American colleges and universities showed an average awareness of only about 30 percent of their cooperative arrangements, even though 91 percent of them responded to the study. In fact, if bilateral consortiums are excluded, the awareness quotient changes to about 20 percent, for that is the percentage of schools involved in multilateral partnerships (three or more institutions) which actually reported these mechanisms.[21]

The distributed questionnaire does give promise of yielding considerable information when the results are collated and published.[22] But for the present there remains a void in the interpretation of statistical material on cooperative patterns. The Moore Guide contains only a single page of explanatory notes. Published tables do not permit a sorting out of which college is doing what, how much of an involvement the relationship represents, or how to assess multiple memberships in consortiums. The Guide lists consortiums with a variety of non-educational entities without indicating how these interactions differ from a range of uses most colleges make of learning resources within their environments.[23] The Guide further suffers from the absence of definition as to what is and what is not a consortium. The typology offered by Dr. Moore: single bilaterals, fraternal bilaterals, federation of bilaterals, multilaterals, college or university center, and the constellation of consortiums--unfortunately was not used as an organized device for the Guide. From the information available, a listed consortium could be only an inconsequential and occasional contact or the most intimate patterns of interdependence. From the lists it is difficult to determine whether a college has been included because it is part of a state or university system, whether the exchange relates to a department or students, or how many individuals are participating, or the time involved. In the absence of this kind of information, it is hard to do much evaluation. We still know too little about what is going on.

The Developing College and Interinstitutional Cooperation

These limitations appear in The Guide because it is an exploratory effort in a highly complicated field. For purposes of further illuminating cooperative patterns between colleges eligible for Title III, a literature search was conducted to sort out reported instances of interinstitutional cooperation in which links between established and smaller and/or weaker colleges had been accomplished for the purpose of institutional development. Inquiries were then sent directly to the deans of these institutions asking for additional details and published reports on their cooperative experience. Our efforts, like the Moore study, are only a beginning.

Appendix VII lists by state developing colleges currently engaged in some kind of cooperative arrangement. The code numbers are organized under columns to indicate the number of institutions participating in this particular program. Appendix VII reorganizes this data to show the names of each college in the cooperative and adds some information on what is going on. These two Tables reproduce for the universe of developing institutions what Moore has provided for graduate education. To make this list as complete as possible, the arrangements listed in the Guide, code numbers from 0001-1549, to which developing colleges belong, have also been included.

Of the 738 colleges and universities on the empirical list of developing colleges, using projections from our 10 percent sample, approximately 80 percent were engaged in cooperative arrangements. A perusal of Appendix VII would permit the determination of what per cent of these cooperative programs link two or more developing colleges as against those linking a developing college with an established institution. This Directory indicates the extent of cooperative involvements by developing institutions as of 1967.

Viewed just from the perspective of the developing colleges, this is only a beginning of the inventory of contacts between colleges. The listing is important to the degree that it is suggestive of the amount and nature of the contact that a given college has with other institutions in the system of higher education. It says something about isolation from the mainstream. But if one is attempting to sort out of these hundreds of instances of contacts within higher education, those in which an institution is involved in a relatively significant, overall and effective manner--relative to the achievement of higher levels of academic quality for the institution as a whole--then the instances of such genuine interinstitutional cooperation are comparatively few.

To sort out bona fide instances of interinstitutional cooperation three groupings were made on the basis of the level of involvement of the college in the cooperative.

1. Low involvement. Arrangements between colleges which were incidental in their central concerns, in which the interaction between them was infrequent and which neither the inputs or outputs of either were significantly changed. Included in this list were most state, city and religious associations where membership was mandated and largely of an informational sharing nature. Transfer arrangements, 3-2 programs, president-only organizations and joint contractual arrangements for non-educational purposes were also placed on this list.
2. Medium involvement. Cooperative relationships which have an effect upon the operation of an institution but which are largely supplementary to the teaching function. The arrangement may offer more economical operation but does not affect the mission of the institution or its autonomous state. Arrangements such as common hiring, common research, internships, and joint sponsorships were included in this category. In general these arrangements reach relatively few students and do not exercise a generalized influence upon participating colleges.
3. High involvement. A cooperative program which is essential to the operation of the institutions. The relationship results in significant inputs of resources. It measurably transforms the college operation, and produces altered output. The program goes to the heart of the educational operation and has the effect of reshaping the mission of participants in a significant way. It provides both an informational and energetic feedback which sustains the relationship. Most of these programs are multipurpose, and affect significant numbers of students, administrators and faculty, and they tend toward interdependency.

Accurate judgments on where to place each college in a cooperative arrangement were limited by the magnitude of the task and the fugitive nature of materials which are descriptive of what is taking place. A thorough job extends far beyond the possiblities of this study. But to provide some qualitative program information, we have analyzed 51 programs (Appendix VIII) which suggest high involvement by developing institutions. While this list is incomplete, the program details suggest what interinstitutional cooperation involves.

Thirty of the 51 high involvement programs were started since 1963, ten of these in 1964. Only one program was launched as far back as the 1940's and only five began in the 1960's. These high involvement programs are, on the whole, new; many of them with too little experience to warrant a detailed evaluation. Respondents report that most of these programs, five out of eight, were launched by college administrators and the stated objectives were to achieve economy of operation, an expansion of an existing service, or to provide an enrichment of programs already offered. It is significant that 45 out of the 51 programs involved interrelated activities linking students, faculty, and administrations. The most prominent pattern for coordination was to use a committee made up of representatives from each participating institution. The general response by participating faculty, students, and administrators was that the cooperative program was highly successful.

It would be important to obtain additional information on these operations to illuminate in greater detail administrative problems, unit costs for specific types of operations, and some assessment of how the activities of the cooperative permeated inter-relating institutions. These programs represent genuine interinstitutional cooperation.

Some Special Concerns for Cooperatives Involving Developing Colleges

Interinstitutional cooperation, which goes beyond the superficial arrangement and which affects the heart of the college's educational program, poses special conditions when the parties are colleges of markedly different levels of academic quality. These differences stand out if the cooperative program is viewed from the perspective of the developing and then from the viewpoint of the established, if cooperation is seen as a process of interaction designed to promote change in quality achievements, and finally if cooperation is viewed as a means to realign the relationship a college has to its sub- and super-systems. These perspectives on cooperation help to crystallize suggestions for public policy, which will comprise the content of the final chapter.

1. The Developing College and Interinstitutional Cooperation.

A decision by a developing college to get involved in a cooperative venture should arise out of a college's interest in making a significant contribution to its students and its community rather than out of motives to permit its survival as an institution. Interinstitutional cooperation looms as mandatory, as Morris Keeton has pointed out, because the familiar free-standing four-year liberal arts colleges of the mid-twentieth century are already obsolete.[24] The struggle for survival rightly understood primarily involves the college's discovery or rediscovery of a purpose worth discharging.

Colleges, to be viable economically in the decades ahead, will require a minimum enrollment, perhaps from 1,500 to 2,000.[25] This makes combining to achieve a significant size a primary consideration for small colleges. Colleges can expect that the higher education enterprise increasingly will comprise a network of educational opportunities available for students, which go beyond the boundaries of the old campus. The mission of the college of the future will include intensive involvement in directly promoting community development as a focus for learning, and the educational experience will be more closely directed to the student's growth and his preparation to inherit a culture and civilization worth inheriting.[26] All of these characteristics, which have made the traditional college obsolete, now make cooperation necessary if small institutions are to remain colleges. In these several respects the reasons for entering cooperative relations will be somewhat different when one contrasts the developing colleges with those already well established.

Cooperative programs for the developing require preliminaries, long range planning, and institutional self-studies. An openness and dialogue among the many resources of the college is a prominent feature of a successful arrangement. Some of the self and environmental analysis comes before the collaborative effort starts, other planning and replanning activities can come only when the relationship with the cooperating institution has gotten underway. Much of the planning must relate to the manner in which the college interacts with its effective environment in the context of projections regarding what the college desires to become.

All the major inputs to support the developing college will have to be included in the institutional analysis. In contrast to programs arising among established institutions, developing institutions will have to directly involve their presidents and boards of control. Often a consultant will be required to bring the arrangement into being. Some public declaration between participating colleges, indicating that they have mutually committed themselves to each other, will be required.

When the developing college is linked to a major university, special personnel, budget, and structural strains can be expected. It will be important for the established college to genuinely take into account the small college's need for self-respect and the opportunity to contribute. This factor alone would make cooperative links between the established and the developing unique.

The process of launching a cooperative program requires a period of getting acquainted. Planning grants, to determine how a cooperative program might proceed, are useful and increasingly have been authorized under Title III. The resources to be made available for the developing college will probably be scrutinized with care. The professors they request will often be the senior and prestigious individuals, known for their research, whom they will want for at least an academic year to do teaching. Graduate students will be less welcome, even though the functions they would be asked to perform might be quite comparable to what they were doing as teaching fellows at the larger university.

There will no doubt be a high interest, in the developing college, in programs to provide terminal degrees for their faculty. From the viewpoint of building two institutions together such an emphasis offers little toward making the two colleges interdependent. The production of doctorates is a unique aspect of cooperation between colleges of different levels. A cooperative program with an established university is also likely to move toward curricular development, aid for school or departmental accreditation, joint use of facilities, or common research efforts.

Cooperation for the developing will eventually focus on the students and particularly incoming freshmen. The program relating Miles

College to Harvard University is of this type. Harvard students from the Phillips Brooks house, with the aid of Dean John Munro, have collaborated with the staff at Miles in developing a creative freshman program in which the course materials are selected with the Birmingham high school graduate clearly in mind. A grading system designed to encourage, and class experiences intended to highlight the students' style of thought and expression are also part of the experimentation. Cooperation built around more closely relating the incoming student to the college is part of the Educational Improvement Project which operates in five metropolitan areas and two rural sites in the South. The Yale Southern Teaching Program and the Hampton-Yale summer projects are other examples. The use of National Teaching Fellows under Title III similarly involves a heavy emphasis upon instruction in the beginning courses. Collectively, cooperative ventures between the developing and the established are unique in this greater orientation toward the beginning of college, just as cooperation among the established tends to move toward graduate instruction and specialized research.

Where cooperation with the developing relates to its output, special arrangements may be made for graduates to move smoothly into the established college's graduate school or into employment. The explorations for a 5th year between Tougaloo and Brown, the training of social science researchers in the Tuskegee-Michigan program, and special ties with business and industry to expand employment opportunities through the Wilberforce-Antioch tie, are variations on this theme.

In summary, whether viewed in terms of inputs or outputs, or as a process or revamped internal procedures, the perspective of the developing college toward cooperative relationships will be quite distinct from that of established universities.

2. The Established College and Cooperation with the Developing.

Much more is demanded of the established college, as it links with a developing institution, than the sharing of its resources. This is not to suggest that sharing resources will be easy. To make available, often on short notice, a senior professor or a specialist in a newly emerging field will tax the resources even of a large university and will often result in the sending of candidates inappropriate to work at the developing institution. Broadus Butler and Herman Branson,[27] in the discussions of Title III, used the term "Schweitzer Syndrome," to characterize those professors who saw in a stint at a small Negro college an experience analogous to the Peace Corps tour of duty being elected by their students. This phenomenon is a special problem peculiar to cooperative programs among colleges of different academic levels and particularly a hazard for the predominately Negro college.

But the more taxing demand on the established will be to accept what the developing offers. A posture of paternalism will tend to be the companion to a cooperative program which concentrates on the poverty condition of the developing college. Many observers have underlined this hazard. Daniel Katz summarized the problem as follows:

> One problem of a cooperative arrangement between a large Northern university and a small Southern college is that the former may assume the role of big brother. Relationships which are one-sided in character are not likely to endure. The powerful partner may obtain smug satisfaction from his superior role, but this does not provide the right type of motivation for a good relationship. The poor partner resents the favors received

> which he is not given a chance to reciprocate in some fashion. The reciprocity need not mean literal equality of contribution, but it should be a meaningful type of social exchange. One-sided relationships take on the character of exploitation even if benevolent in character.[28]

Others, especially from the developing colleges, hasten to underline this attitude as disfunctional.[29]

Avoiding the posture of big-brother does not mean the achievement of a sister relationship. Large universities and prestigious colleges are asked, as a condition to participation, to be themselves open to change. In a curious way this is the key to successful cooperation, the willingness of the established to receive. This is another factor which sets off the interinstitutional patterns of cooperation between colleges of different academic levels.

Some possible inputs for the established through these cooperative relationships needs emphasizing. The anonymity students experience in the large university may be partially met by entering such a program. Joseph Katz, of Stanford's Institute for the Study of Human Problems, has brought out these needs in his writing about students' activism in "Ivy League" colleges of the West Coast. The students' need for self-confrontation, the need to find the relevance of intellect to both self and society, and the need for opportunities to live and share with others, all could be met in part through a cooperating program--especially one with a predominantly Negro college in the South.[30]

Katz has added that only 20 percent of students of established colleges get something out of the courses; the others think of the school in career terms--something they have to go through in order to get the job they're after--a condition to endure until the next step; or simply part of the socialization process--just "what people do at this stage of life." The vast majority of students, Katz concludes, do not identify with the curricular side of college apart from the currency of grade points for graduate or professional school admission. Students very much want--and are not getting--autonomy, responsibility for others, and the chance to see the fruits of their own work.

This analysis, which parallels ideas of Paul Goodman, Mervin Friedman, and Nevitt Sanford, shows that the prestigious colleges could profitably change. A cooperative program with a smaller college in a different environment would generate student interest. The challenge confronting the prestigious institution is to extract from the relationship a more purposeful college experience for their students.

3. Interaction: Change and Quality Considerations

The manner in which the interchange takes place presents special problems when the partners to a cooperative relationship are colleges of different levels of quality.

Interinstitutional cooperation fosters a special breed of administrators and administrative problems.[31] The problems are quite different, however, when a developing and an established college are linked. A cooperative program is a major event in the evolution of the developing college, every element will be involved. In contrast, the established college will feed into the cooperative relationship only individual faculty members or minor administrators. The consequence of different levels of inputs is a different order of administrative problems, less emphasis on negotiating skills and more on improving communication between individuals of widely varying statuses.

Since interacting is an investment in time and energy, the developing college, which has such commodities in limited supply, will be able to engage in only a few high involvement projects. In contrast, the established university may be involved in many far reaching cooperative enterprises. The outreach of Duke University, New York University, the University of Wisconsin, Columbia, and Harvard are prominent examples of established universities participating in literally scores of cooperative programs. Title III awards will have the effect of stimulating the developing to make new combinations and consequently attention should be given to the energy drains accompanying multiple-involvements. The Directories attached to this report will be helpful in making this assessment.

Concern for economics of various types turns attention to vertical and horizontal cooperative programs for the developing, that is, ways of raising a single college through a many-pronged approach or applying a particular type of input to the class of developing colleges or some major segment of it. The vertical programs may be multi-purposed bilaterals, while the horizontal programs could make much more extensive use of nonacademic institutions such as accrediting agencies, professional societies, regional boards, and business entities.[32]

One particularly productive area for horizontal cooperation is in using the new media. As Gary Gumpert has pointed out, "The plans and dreams for interinstitutional exchange are entwined with the development and acceptance of electronic means of interconnection."[33] It will be important to promote for developing colleges instructional innovations as well as the interconnections to tap outside resources. Cooperatives to plan for fuller use by weaker institutions of multi-media interconnections, particularly those now anticipated by a domestic satellite, should have high priority. In the future, and this is not a long way off, the campus boundary will be blurred by improved communication.

Cooperative programs involving the developing colleges will have to take into account--in a creative way--matters of distance. Interregional, especially North-South programs, will have to be assessed against the pay-off for programs between colleges which are relatively close. Both the study by Moore and our supplement[34] reveal interinstitutional cooperation in all geographical combinations is common. In our case we found that North-South cooperatives were almost exclusively links between white institutions in the North and predominately Negro colleges in the South.

These black-white cooperatives are particularly significant because they have an inherent quid pro quo element of cultural exchange. A professor from a Minnesota college had this to say about his six month stay on a Negro college campus:

> I taught two courses which met five hours per week, Calculus with Analytic Geometry, and Advanced Calculus. I also advised one graduate student on a paper he was writing in Logic, i.e., I supervised him in an independent study course. I was placed on no faculty committees, and had no advising to do in

> connection with the registration of students. I did a lot of informal consulting with members of the mathematics department, and attended faculty meetings and affairs very faithfully. I did not find much demand for profound opinions from me about faculty matters, and did not give out much of this sort of thing. I am saying this latter, because in the early descriptions of the program it was emphasized that men would be sent south who had had quite a bit of experience on faculty committees, etc. . . . I think that (my six months) stay was helpful to the mathematics department to have in its grasp a person with experience at other colleges, and with sound training. I think it helped members of the department who had been trying to maintain high standards to add one more to their number who expected good work from the students. I also think it helped the students to get a presentation from outside the college and culture. I do believe that my presence there did contribute toward the strenghening of the mathematics courses. . . . However, I feel that the really big contribution is the introduction into the situation of a concerned member of the white group, who is standing with the Negroes in their struggle for equality of opportunity, while still asking them to do work of good quality. In fact, I feel that the major contribution of the exchange programs is the bringing into the South a group of concerned, humane, but exacting whites. Another major contribution, of course, is realized by whites, whose education is markedly enhanced . . . too little emphasis is given to (this) aspect of the exchange programs which I feel is very important, namely, the area of human relations, the experience of living in the Negro community. My family was profoundly affected by the experience. And we feel that it heartened many of the Negro community to have a white family willingly share their lot, for half a year.[35]

A similar theme is reported by another professor and his family who went south from Michigan.

> My family and I lived in an apartment furnished to us by the Institute in an all-Negro neighborhood. We found this to be an unusual experience for all of us and one which we shall not forget. I believe

> that my children had a new and deeper appreciation of members of another race following the completion of our stay. They had been so impressed by the warmth and friendliness of the people whom they met that every one of them has expressed the desire to return to Tuskegee to live. I hope that this gives you some idea of the impact which the family felt.[36]

With the intercultural element put to one side, the factor of distance does affect the nature of the cooperative program. Of great importance for the programs involving the developing are those interactions which tend toward the cluster college concept; that is, where several separate colleges cooperate to retain the advantages of the small college without the disadvantages of not being a university. Proximity offers the opportunity for large scale inter-involvements of students and staff. One prominent pattern such coalitions have taken is for two nearby colleges to come together because the students of one are male and of the other, female.

George H. Hanford has recently written of some characteristics of this clustering tendency:

> . . . interchangeable freshman and sophomore offerings at all participating institutions, specialized upper-division programs on each campus which in combination in the consortium comprehend the full range of the liberal arts, and automatic transfer of credits within the association . . . The savings accrued by the specialization could be applied to small classes, seminars, and individual instruction in the freshman and sophomore years, designed to equalize the readiness of students for entry into the last two years of undergraduate study.[37]

Special attention to matters of distance and cultural difference serve to futher emphasize the importance of achieving assessments from both or all ends of programs in which developing institutions are involved. Since participants are different, it is essential to facilitate the flow of needed informational feedback. The manner in which the interaction is coming off must be known in order that corrective measures can be appropriately initiated. Real cooperation must be distinguished from unreal. Most of what will be advanced as cooperation is superficial, does not concern the institution as a whole, and fails to go to the "educational heart" of the institution. Interinstitutional cooperation intended by Title III will be high involvement comprehensive in nature, a reflection of institutional self-awareness; it will be initiative and not imitative, and will occur in an atmosphere of openness. Participating colleges will place more emphasis upon better serving their current clientele than in seeking to become something they have not been. The improvements which will be emphasized will be basic, and the expectations will be that innovations will permeate the institution. The key elements are commitment and interdependence. The principal beneficiary must be the students. Title III funds are to lead to permanent institutional gains in quality instruction, and colleges are to be supported because they can make a substantive contribution to our higher education resources.

4. The Environment of Cooperation

When the developing are part of a cooperative program, particular attention must be given to the super-system of which they are a part. The large and well established university may be a system maker, but the fact of struggle for the developing underlines unfavorable environmental relationships. Since cooperative projects in effect restructure the environment, it is essential that assessments be made on how inputs and outputs are altered in the process.

It is necessary in assessing the environment of cooperation to look "up" from the college to the educational district or state where planning is proceeding; and to look "out" from the college to the high schools from which students are coming. Many organizations and conditions directly affect any cooperative--finances, personnel, and physical facilities. Algo Henderson has commented on the nexus that must be kept in mind.

> Formerly colleges were highly autonomous. Now they are interdependent. Now for many purposes they constitute a system or series of systems. Let me cite a few examples. When it becomes public policy in a state to provide opportunity to all youth to attend college, the solution is usually found in geographically decentralized public colleges. At the immediate post-high school level, these would be public community colleges. Complementing them are other four-year public colleges and universities also placed in strategic spots throughout the state. These colleges become a system because they need to form a geographic pattern that comprehends the whole of the state. Together with the more complex universities, these colleges may also become part of a larger system of public higher education served with a planning-coordinating board. The function of this board usually is to develop a master plan for higher education in the state and to advise the governor and legislature about the best utilization of the available resources. Thus, in matters of geographic area, tax base, commuting policy, scope or length of the program, and educational role, the individual college is subjected to constrictions within which it must develop its own policy and administer its program.[38]

All this makes clear that at some point, if the cooperative program is to be effective, there must be an accumulation of information about the environment of which the developing college is a part.

Looked at from a different perspective, the environment itself must be seen as a resource center. Cooperatives should be scrutinized as to how well they exploit these resources. In part this is an expansion of cooperative education in the Antioch, Bennington tradition or the uses of the Argonne laboratories by the Associated Colleges of the Midwest. It may take the form of Beloit's middle years away, or the cooperative efforts with American University in Washington or Drew University in New Jersey. The uses of the community as a learning resource, Pitkin and Beecher have pointed out, "include the tying of theory to practice, increased motivation and interest of the student in academic work, speed-up in the maturing process, greater experience with the skills of human relations, self-testing in the world of work, and closer touch of the faculty with the outside world."[39] Obviously these are characteristics of a college on the move.

The fundamental criteria for assessing interinstitutional cooperation is a determination of how much change the program has brought about in the environments of the participating institutions. There is, as Merrimon Cuninggim has pointed out, "A Campus Without Limit," for the fully developed college or university.

> My position is this: Whatever the practice happens to be by which the university gets involved in the social scene, and whatever may be our attitude toward the particular stand that the university takes, it and we seldom say--this is theoretically obligatory. That is, seldom say that the justification for this position, this action, rests in the nature of the university itself. The attitudes we usually take stem too easily from instrumental approaches, from expediencies of various sorts. . . .
>
> Why? Why must community leadership be not a derivative but a central function of the college? Not approximate but an ultimate purpose of the university? Merely because of a lively sense of guilt? We've neglected our

community, our society, and we ought to repent? No, that is not enough. Merely as a rationalization for the fact? It's happened; we are involved, whether we like it or not; let's justify it? No, for this is partial, and insufficient, and finally disastrous.

The university has this third role to play because of the merits of the case. That is, because the university by nature is a valuing institution. By definition it cannot be neutral on many of the civilizing values of man. It is an institution whose very essence demands its acceptance of, or to use a phrase more customary for individuals than institutions, belief in, certain values; and if acceptance, than proclamation, and action on their behalf.

Let me remind you of some of them . . . truth . . . particularity and the universality of truth . . . contingency . . . interrelatedness of facts . . . dependency of men . . . necessity of free search . . . relevance . . . human worth . . . For these are the indispensable values of the functioning of an institution that means to foster the two widely accepted collegiate functions, the discovery and the transmission of knowledge; that is, teaching and research. And if these two, then one more. These are the values that, if the colleges accept and believe, require the assumption by the colleges of the third role, the leadership of the community, the expression of social concern, the shaping of the public mind in consonance with its values.

Then, as university people, we must say our piece. Our colleges and universities must say their piece. They must proclaim the values that by their very nature they believe and accept, not for society's salvation alone, but for their own. The campus of the university, you see, is not really the arena of its operation. Its true campus is without limit. The university's community is not rural, not urban; it simply is not subject to boundaries. The university must speak to its world in terms of the values which inhere in its being a true university; it must lead its society to new levels of humane insight and performance.

> Only thus can the university fulfill its proper destiny as a center for teaching, for research, and for the ennoblement of the human condition.[40]

It is to this task of social change that Title III is directed, and it calls upon colleges to be involved because the assumption of this public responsibility is necessary for a college to be a college.

CHAPTER V

CONCLUSIONS AND COMMENT

This review of the current status of cooperative and exchange programs should hopefully be useful to the administration of Title III in suggesting how the proposals might be prepared. It also has implications for personnel consideration and program emphasis. All are intended as ways of strengthening the Developing Colleges' Program. It is our conviction that resources allocated to Title III should be greatly expanded.

A Revised Application Form

If the Developing Colleges Program is to make full use of the statistical information in the Office of Education then more evaluative information should be sought through the application procedure. This new data should relate the college's inputs to its outputs in order that a better picture of the academic and social gains of students could be obtained. The Office of Education should make this intention clear to applicants and encourage them to present this information candidly and in detail. The college could, for example, demonstrate gain by comparing its entering class with its graduating class. Other input data would be helpful: the SAT or ACT scores of the entering freshman class and its social breakdown into sex, age, income bracket, and ethnic composition. Statistics on the net differential between transfers and dropouts could be useful to give some inferences about the college's holding power. It would also be useful to know the percentage of students going on to graduate and professional schools and the kinds of jobs graduates are accepting. Any other index the college has of academic achievements of their graduating seniors should be requested. This kind of information would provide a somewhat better picture of what happens to the students the college receives. Similarly input-output information on the faculty, the administration and on the nature of the public service the college offers should be assembled. Colleges should be asked to describe the needs they serve and the settings in which they function. This information should be reflected in the college's statement of its purpose.

A second area where information should be sought is relative to the college's effective environment, the supersystems of which it is a part. A description of the educational setting of the state or region and how the college fits into it should be requested.

A summary of this information--collected from all the applicants around the country--would provide a basis for some regional consideration. In the first place the colleges should be related to their region better to determine how well they are doing given the resources that are available. Beyond this, some regional overviews would be suggestive of how the resources of Title III could render more uniform the opportunities for a college education available to high school students. A series of demographic overlay maps would provide a beginning and would add some substance to the notion of isolation from the main currents of higher education. The accumulation of information from on site visits - a facet of the program which needs expansion - would add to this fund of knowledge.

A third area of concern is the possibility of the cooperative program continuing beyond the term of the grant. In order for a relationship to sustain itself, the program must generate new inputs considered to be important by all parties to the cooperative. Both the developing and cooperating colleges should be asked to spell out how the cooperative effort will better enable them to realize their objectives and what the prospects are of maintaining this association for at least five years ahead. For the established colleges this will probably require considerable planning at the departmental level and for the developing institution it will relate to its self-study.

The information obtained from applications should permit panel readers to determine whether the program meets the intent of the legislation, and should provide some additional baseline information which would guide the Office of Education in making subsequent periodic reviews of the program. Obviously this cannot be done if information is sought only from the developing. The resources from both institutions must be specifically identified, and the magnitude of interinvolvement determined. Much more qualitative information could be requested without undue burden to the applicants, provided the Office were to make full use of the statistical data on institutions that it already has.

New Personnel Requirements

The Developing Colleges Program, as currently staffed, is under-administered. No procedures have been employed that evaluate the effectiveness of the program. These are in making policy assessments and instituting needed changes. Too little attention has been given to building an external intelligence network. Many of these problems reflect weakness in the Commissioner's advisory panel for Title III.

The thrust of the Title is clear, but until now its roots have not been delineated. Personnel in the program, partly due to turnover, know little of the context out of which the Title emerged. The continuing activities of the many key elements which contributed to the inspiration and passage of the Title should be followed. Curricular experimentation relevant for Title III is underway at Educational Services Incorporated (renamed the Educational Development Center). ESI has also spawned the Institute for Services to Education (ISE) which is actively melding Developing Colleges Program funds with the Office of Economic Opportunity and Title IV funds of the Civil Rights Act, in ways which could reshape much of the Title III thrust. The foundations which helped stimulate this legislation remain active in the developing colleges field. This is particularly true of the Rockefeller Foundation's growing emphasis upon equality of opportunity and the Ford Foundation's recent statement of its plan to make a special effort to help colleges and universities where Negroes predominate. The Carnegie Corporation has supported a Southern Regional Educational Board study of the predominately Negro institutions in the South, which is soon to yield guidelines that will affect the total context of higher education in that region. Action programs are expected to follow to further stimulate interinstitutional cooperation. The Sloan Foundation and the Phelps Stokes Fund through the Cooperative College Development Program have been supporting cooperation among the 23 public colleges and universities serving Negroes in the South, and the Southern Educational Foundation has itself become a little Title III operation.

The need to expand employment opportunities for Negroes has also intensified since the Higher Education Act was passed. Thus in very enlarged respect, the many forces of the past are active in the present. Personnel administering Title III must be aware of and involved in the shaping of this range of activities.

Particular attention should be given to threats that could jeopardize the whole Title III program. First, the Supreme Court has left standing a Maryland Court of Appeals ban on sectarian colleges receiving public grants. This casts considerable doubt, at least in Maryland, on Title III grants to this category of private colleges. Of the 115 developing institutions which received 1966 Title III awards 65, or more than half (14 Roman Catholic and the remainder Protestant) have some affiliation with churches. Many of these institutions do have required chapel and list 50% of their student body as active in religious organizations, two items mentioned as evidence of church control in the Maryland opinion.

A second threat is the mounting pressure in Congress to channel all educational programs funds through the States. In the wake of this pressure, attention needs to be given to enlarging the public understanding of the national functions that Title III serves. It will not be enough to say what has been done; the only effective defense is aggressive leadership. The goals of Title III are national goals which are of high priority and are achievable only through national means. This reality must be more effectively articulated.

The Developing Colleges Program by its very nature requires an innovative and imaginative administration. At a minimum the staff should include individuals conversant with the new media, the new careers emphasis in vocational and technical education, a sensitivity to the expanding opportunities field, a feel for the college's role in community development, and a commitment to quality in education along with an understanding of interinstitutional cooperation.

The program must proceed in full step with the findings of major research on higher education. The studies by Morris Keeton on the liberal arts colleges, Earl McGrath on institutional vitality, Nevitt Sanford and Joseph Katz on the student, along with more generalized research on higher education at Columbia Teacher's College, Michigan, and Berkeley must be followed in detail if effective administration is to result.

The job of keeping abreast with the funding operations of the government and private foundations must not be neglected. Developing offices charged with this kind of operation are supported under Title III. However, the Developing Colleges Program itself does not have this information. Many of the more than 70 major programs administered by the Office of Education alone are relevant and closely related to Title III, to say nothing of disbursements through other federal agencies. The federal government now spends $4 billion a year on college campuses--half of it in support of research. Similarly foundation expenditures have grown; the 1967 Foundation Directory now lists 18,000 foundations with assets of over $50,000 or annual disbursements of more than $10,000 annually. Many of these philanthropies are devoted to education and particularly to stimulating change. This vast expenditure needs more attention, particularly since Fred Crossland of Ford and John F. Morse of the American Council on Education have contended that grants often drain rather than strengthen institutional resources.[1]

Liaison is also needed with the quasi-public national and regional groups which exist primarily for the purpose of promoting interinstitutional cooperation. The Developing Colleges Program can profit from closer relationship with groups like the Compact of States, EDUCOM, the New England Board of Higher Education (NEBHE) and the Western Interstate Commission on Higher Education (WICHE), or with the American Association of Higher Education or the American Association of Junior Colleges. All of these groups are intensely interested in the Developing Colleges Program and have exercised influences on the direction that the program has taken.

Nor can the program develop properly unless it is aware of what is transpiring in the States. The importance of state planning has already been mentioned, but equally important is knowledge of the growing expenditures made by state legislatures in the education field.

Finally, there are the dissident voices which also must be heard. The program proceeds at its peril without some understanding of what is being said by Edgar Friedenberg, Paul Goodman, David Riesman, Admiral Rickover, James Conant, Harold Taylor, Marshall McLuhan, Stokeley Carmichael and others, to say nothing of the voices of students, who it must be remembered are to be the major beneficiaries.

Needless to say this is more than is presently contemplated. Since it is unlikely that the Office of Education will be able to provide the staff to do this, resources must be sought elsewhere. Private foundations could make a significant contribution by assisting in the staff functions of the Title III office. An important cooperative arrangement that might be launched would be one that would link Title III with certain businesses, universities and foundations in an exchange program.

The Need for Research

A pressing need is for additional research. The resources available to Title III are too small for it to inform itself about what is happening. For this reason considerable attention in this report has been given to systems theory and a systematic means for the discovery of the systems that the Title underwrites.

As in the understanding of any system, the beginning must be in the formulation of the problems to be explored and the data effective are the grants in raising quality levels? under what conditions do colleges reach a take-off stage? where can grants in what amounts produce the greatest gains? how can we better determine the changes in colleges that are taking place? To answer any of these questions more and better information must be assembled.

An initial task would be to assemble the information in the Office of Education necessary to complete the Markovian chain analysis described in Chapter III. Using the computer programs employed in this research the statistical profiles of the potential universe of higher education eligible for Title III funds should be assembled. For a modest additional expenditure, probably not larger than the average grant made under the Title, change data could be assembled including baselines and probability coefficients for current and anticipated levels for each recipient of a Title III award. This would go a long way toward making program evaluation possible.

These procedures would have imperfections like those outlined in Chapter III, undifferentiated linear and curvilinear data, an inadequate historical basis for transition matrices, it would not adequately accommodate ecological information, nor assess educational performance--but it would be a functional beginning. The funding of parallel research projects by the Bureau of Higher Education Research or private foundations would rapidly improve our measuring criteria. Procedures for building in feedback loops--between the Office of Education and the field--could then develop as the partnership between the Title III office and the Developing Colleges emerges. The revision of the application procedure and the development of liaison with on-going research on higher education would facilitate this task. If would be particularly fruitful to study the process of development followed by colleges overseas which have formal links with major American universities.

Research is needed to improve the Program's panel review procedures and its evaluation tools. Just as it should require colleges to produce self-studies, so should it hold itself to the same standard.

As has been outlined elsewhere, the interesting questions about interinstitutional cooperation still remain beyond our grasp.[2] We need a purposeful taxonomy, comparative studies of co-operatives, model building, and criteria about the critical mass associated with change. But the real questions lie beyond these.

> We can clarify and produce insights about the functions of interinstitutional cooperation. But will we go beyond informational objectives? Should not the interinstitutional device--once known--lead to restructuring for higher education and redirection toward greater public resonsibility? New organizational devices allow for possibilities heretofore frustrated by the university traditionally organized. The main frontier, implicit in the whole cooperative movement, is to invent new roles for old institutions.[3]

The Developing Colleges Program and Public Policy

Four new roles for the Title III program stand out: the acceleration of the movement toward more universal higher education, the achievement of greater educational opportunity, the experiencing by students of a higher quality of learning, and a focus of higher education upon the relevant problems plaguing our society.

Douglass Cater, Special Assistant to President Johnson, addressing the Opening General Session of the National Conference on Higher Education in Chicago on May 5, 1967, underlined the leadership and change in higher education which is just ahead. He said,

> Two days ago, during a visit to the United States Office of Education on its 100th Birthday, President Johnson summed up the challenge to teaching. "We are no longer satisfied simply with free public education. We have declared as our national goal that every child shall have the chance to get as much education as he or she can absorb--no matter how poor they are, no matter what color they are and no matter where they live."

The Developing Colleges Program is clearly in this tradition. It must become a critical catalytic factor in the rapid achievement of this goal--higher education must be made available to all who can profit from it.

The second great challenge confronting the Developing Colleges Program is translating the idea of equal educational opportunity into the accomplished fact of equal education. John Munro has spoken of this problem and more eloquently has recently left the Deanship of Harvard College in favor of the Directorship of Freshman Studies at Miles College, to do something about his convictions. At the beginning of the Developing Colleges Program, at a meeting held at Morehouse College in Atlanta, he said,

> We have two problems that we are trying to solve. One is the race problem. It is a bitter, tough problem. The other is the pulling apart of educational opportunities, the big and powerful schools are moving ahead fast and the small colleges are tied to a post. We need at Harvard, and Brown

> needs and Wisconsin needs to learn how to relate to the Negro community, and we know this, the thoughtful people at Harvard know this. By working in Birmingham I am learning in a round about way how to work with Negro people in my own community in ways that we should have known for 200 years. This is not an easy problem and I think the beginnings of a solution are going to be found in the area of higher education. We owe ourselves and owe the country and owe the world the continued inspiration to reach a solution of this terrible problem that pulls us apart, of our getting more unequal than closer together. When we get this worked out . . . it will be of enormous benefit to both races to come together and to work together.[4]

Thirdly there is the concern for quality. As elusive as this concept is, this objective must be kept clearly in view. Quality of course depends upon objectives. Ultimately its definition varies with individual institutions, but it would be well to keep in mind, until better indicators become available, the standards for quality that can be derived from the research on the impact of colleges.

Quality may be indicated in those colleges--

1. That do the least "telling" and the most "teaching"
2. That make adequate provision for a diversified student body, enriched by significant racial and class mixtures.
3. That significantly use the learning resources of their environments.
4. That deliberately engage the community to bring about the ideals verbalized to students.
5. That demonstrate competence in establishing independent research and study for their undergraduates.
6. That in conjunction with independent study offer core curriculums, and recognize the growing significance of both our shrinking world and congesting cities.
7. Whose aspirations are high--but attainable.
8. That can demonstrate gains in critical thinking for their students and community.
9. That can show their students to be more creative as seniors than they were as freshmen.

10. That are purposefully flexible.
11. That are deliberately experimental.
12. That jealously defend the principles of academic freedom in the college and human freedom in the larger society.
13. Where effective teaching is highly regarded, adequately compensated, and not narrowly tied to the academic guilds.
14. Whose graduates go into teaching and community service in large numbers.
15. Whose institutional research is done on important things.
16. Whose counseling program helps the institution as well as the student.[5]

Finally there is the question of relevance. Douglass Cater closed his Chicago address with this remark,

> Tomorrow's university must be a place where no student can complete his studies without exposure to the great number of challenges; where no expert lacks opportunity to test his skills on issues that go beyond his discipline; where the scholar's purpose is to solve man's needs, not just to catalog them; where the quest for knowledge pools the intellect and the imagination of many minds.[6]

As John Gardner has warned against the anti-leadership vaccine with which students are too often inoculated, the Developing Colleges Program must safeguard the college by helping it to bring about the social changes that must come.

FOOTNOTES

PREFACE and CHAPTER I

1. President Lyndon B. Johnson's 1965 Message on Education to the House of Representatives, 89th Congress, 1st session, Jan. 12, 1965.

2. Alfred T. Hill, The Small College Meets the Challenge: The Story of CASC (New York: McGraw-Hill, 1959) p. 21.

3. Ibid., p. 23.

4. Ibid., p. 30.

5. Ibid., p. 3.

6. Manning M. Pattillo, Jr. and Donald M. Mackenzie, Church-Sponsored Higher Education in the United States (Washington, D.C.: American Council on Education, 1966).

7. Sister M. Dolores Salerno, "Patterns of Interinstitutional Cooperation in American Catholic Higher Education," National Catholic Educational Association Bulletin, Vol. 62, No. 4 (May, 1966), p. 4.

8. Hill, op. cit., p. 150.

9. Earl J. McGrath, Predominantly Negro Colleges in Transition (New York: Institute of Higher Education, 1965).

10. Expanding Opportunities, American Council on Education, Vol. II, No. 4, May, 1965, p. 6.

11. Richard H. Timmins, "A Study of Three National Efforts in Fund Raising for Colleges and Universities," (Partial fulfillment of the requirement for degree of Doctor of Education, Teachers College, Columbia University, 1962). p. 67.

12. Ibid.

13. According to Theodore Marchese (letter July 25, 1967) a substantial portion of the UNCF's fund came as a result of the dissolution of the James Foundation.

14. Sam P. Wiggins, Higher Education in the South (Berkeley: McCutchan Publishing Corp., 1966) p. 5.

15. The Southern Regional Council has historically emphasized desegregation as a key to educational opportunities for all peoples in the South.

16. Yet, in 1967, according to Broadus N. Butler (letter July 25, 1967) there are more Negro students in the University of Alabama than in the University of Michigan and more Negro students in the University of Mississippi Law School than in any Big Ten law school.

17. Samuel P. Wiggins, The Desegregation Era in Higher Education (Berkeley: McCutchan Publishing Corp., 1966) p. 10.

18. Ibid., p. 11.

19. Hugh H. Smythe, "The Southern Regional Universities Plan," The Journal of Higher Education, XXI: March, 1950, p. 123.

20. The documentation is from William H. McEniry's speech to the Association of Colleges and Secondary Schools in December, 1961.

21. Wiggins, op. cit., p. 65.

22. Howard Zinn, "A New Direction for Negro Colleges " (reprinted for "The Changing Campus: A Special Report", Harper's Magazine, May, 1966.

23. The remark was made in an address, February 15, 1964, before the American Association of School Administration. It has been reprinted as "Thank God for the Civil Rights Movement", Integrated Education, Volume 11, Number 2, April-May, 1964, pp. 9-12.

24. Arthur E. Schlesinger, Jr., The Thousand Days (New York: Houghton-Mifflin, 1965). See also: "Background of English, History, Math, Physics, Biology Institutes," Quarterly, Carnegie Corporation of New York, Vol. 13, No. 1, January, 1965.

25. President Kennedy indicated his own personal interest and support for the United Negro College Fund and related his remarks to the need for expanded federal support for vocational education. See H. T. Morse, "White House Meeting on Schools," Learning Together: A Book on Integrated Education (Chicago: Integrated Education Associates, 1964) pp. 138-140.

26. A subcommittee, the Panel on Educational Research and Development, established late in 1961, reported to the U. S. Commissioner of Education (Francis Keppel), the Director of the National Science Foundation (Leland Haworth), and the President's Special Assistant for Science and Technology (Jerome B. Wiesner); Jerrold R. Zacharias was chairman of this subcommittee.

27. Innovation and Experiment in Education: A Progress Report of the Panel on Educational Research and Development to the U. S. Commissioner of Education, the Director of the National Science Foundation, and the Special Assistant to the President for Science and Technology, U. S. Government Printing Office, March, 1964, p. 43.

28. Samuel M. Nabrit, Stephen White, and Jerrold R. Zacharias, "Program for Negro Colleges", Interinstitutional Cooperation in Higher Education, edited by Lawrence C. Howard (Milwaukee: Institute of Human Relations, 1967), p. 30.

29. Ibid., p. 41.

30. "Seminar on Education for Culturally Different Youth," Cooperative Research Project No. G-021, Education of the Deprived and Segregated, Bank Street College of Education, Dedham, Mass., Sept. 3-15, 1963, p. 5.

31. Ibid., pp. 11-12.

32. Ibid., p. 14.

33. Ibid., p. 16.

34. Ibid., pp. 17-18.

35. Ibid., pp. 44-51.

36. "Since colleges with predominantly Negro enrollment train thousands of teachers (typically, 50 per cent of the graduates are preparing to teach), the quality of education in Negro colleges became a concern of the seminar. As a result of discussions at Dedham, and under the leadership of Dr. Herman Branson, one of the seminar participants, a special committee of the American Council on Education initiated a long-range program to assist these colleges." John H. Niemeyer, "Next Steps," Education of the Deprived and Segregated, op. cit., p. 21.

37. Perhaps the reason was a concern for a possible conflict of interest, given the fact that he might have felt these initiatives were largely of his own making and hence should not be carried out by ESI, the organization in which he was one of the guiding spirits.

38. "Equality of Educational Opportunity," statement by American Council on Education, October 2, 1963.

39. Expanding Opportunities, op. cit., Vol. 1, No. 1, May, 1964.

40. The Detroit News, May 2, 1965.

41. Information supplied by Broadus N. Butler.

42. Conference Report, President's Committee on Equal Employment Opportunity, May 19, 1962 (Washington, D.C., Plans for Progress).

43. Ibid. The Detroit Free Press June 23, 1964, states the origin of this interest was a question asked in 1963 to the Michigan Board of Regents, "Why does the university have less than one percent Negro enrollment?" Mrs. Irene Ellis Murphy (sister-in-law of Frank Murphy) pursued the question with two other Michigan regents.

44. Blue Print for Action by Universities for Achieving Integration in Education (Milwaukee: Institute of Human Relations, 1964).

45. Ibid., p. 1.

46. *Ibid*.

47. Dr. Broadus N. Butler, "A Message to Northern Educators," reprinted from *The Michigan Chronicle*, February and March 1964, National Scholarship Service and Fund for Negro Students, 8 East 82 St., New York, N.Y. 10028.

48. For other examples of Dr. Butler's public statements, containing these themes, see: "From These Beginnings," speech prepared for the Summer Baccalaureate-Commencement, Alabama State College, Montgomery, Alabama, August 8, 1965, mimeographed; "Race, Education, and National Purpose--A Need for Clarity," address at Maryland State College, Princess Anne, Md., Feb. 23, 1966, issued as a pamphlet; "Reflections upon the History of American Ideals and the Civil Rights Movement," speech at Leverette House Seminar, Harvard University, March 4, 1964, reprinted in *Graduate Comment*, Wayne State University, Vol. IX, No. 2, 1965-66, pp. 88-89.

49. *The Fourth Inter-University Conference on the Negro*, March 22-23, 1965, University of Illinois, Urbana, Ill., pp. 25-26.

50. *Ibid*., p. 4.

51. *Ibid*., p. 16.

52. *Ibid*.

53. *Ibid*., p. 17.

54. This assessment understates the role of others such as Harold Pfautz of Brown University.

CHAPTER II

1. "More than any other single cause, the rate of selective service rejections produced the demands for federal aid in 1918. Strengthened by other forces, the repetition of the same events in the World War II draft produced the 1943 Senate debate on federal aid. The depression forced emergency aid to education in the 1930's. The severe post-war teacher shortage stimulated the federal aid proposals of the late 1940's. The baby boom of the 1950's--abetted by suburban sprawl--generated the school construction bills of the same decade. Impacted areas legislation followed one national defense crisis while the NDEA was called into existence by the cold war crisis that followed the launching of the Soviet Sputnik. Apparently, no crisis as yet has been big enough to justify general aid to education." Fred J. Munger and Richard F. Fennor, Jr., *National Politics and Federal Aid to Education*, No. 3, The Economics and Politics of Public Education series (Syracuse, N.Y.: Syracuse University Press, 1964) pp. 16-17.

2. 88th Congress, 2nd Session, H. R. 11905, a Bill, introduced July 2, 1964, to provide Federal assistance for faculty exchange programs of institutions of higher education, and for other purposes. Sec. 2, Statement of Purpose.

3. Ibid., Sec. 5, Developing Institutions.

4. Ibid., Sec. 9, Definition.

5. H. C. Carr and Donald McNeil both wrote Congresswoman Green, urging that cost of living allowances and tuition be added to the full salary grant to the developing college faculty member; that unaccredited institutions be included in the eligible list if they showed promise; and that the cooperating college not be asked to assume the salary of the faculty they released. (McNeil to Green 8/27/64; Carr to Green 8/21/64; Gaul to McNeil 9/4/64).

6. Full citation, House Report #1158.

7. 250,000 persons enrolled in 1900--5 million in 1965; 11% of all persons in 1964 adult labor force had completed four or more years of college; 1958 U.S. accounts for more than a third of the world enrollments at the college level (Ibid., p. 3).

8. Allan M. Cartter, "Tax Reliefs and the Burden of College Costs," paper for the American Council on Education, reprinted in U. S. Congress Hearings before Special Subcommittee on Education, House Committee on Education and Labor, 89th Congress, 1st Session, Higher Education Act of 1965, p. 52.

9. House Report No. 1158, 89th Congress, 1st Session. Conflicts Between the Federal Research Programs and the Nation's Goals for Higher Education. Eighteenth Report by the Committee on Government Operations. Washington: U. S. Government Printing Office, 1965.

10. Ibid., p. 24.

11. Ibid., p. 25.

12. Ibid., p. 26.

13. Ibid., pp. 30-31.

14. Ibid., p. 33.

15. Ibid., p. 43.

16. Ibid., p. 50.

17. "This error crept into the President's speech either deliberately or by typographical error in the Office of Education, even after I gave figures showing that 21% of colleges were unaccredited." (Letter of Broadus Butler July 25, 1967).

18. Education Program Message from the President of the United States to the House of Representatives, 89th Congress, 1st Session, Jan. 12, 1965.

19. Actually, the figure was 21.1%. Of 2,168 institutions listed in the Directory of Higher Education 457 or 21.1% were unaccredited as of December 31, 1964.

20. Hearings before the Special Subcommittee on Education of the Committee of Education and Labor, House of Representatives, 89th Congress, 1st Session on H.R. 3220, Chairman Adam C. Powell, p. 39.

21. Ibid., pp. 77-79.

22. Ibid., p. 184.

23. This free flowing give and take has been edited.

24. June 7, 1965
Dear Commissioner Keppel: Recent events involving my college chapter of Sigma Chi prompt me to ask what position your office would take on the continued distribution of Federal funds to educational institutions recognizing any national fraternity shown to practice de facto racial or religious discrimination.
. . . I would appreciate your comments on whether your office would recommend continued allocation of funds to institutions receiving aid under the National Defense Education Act, for example, where these institutions officially recognized or in any way supported fraternities or other organizations shown to practice defacto racial or religious discrimination. Lee Metcalf

June 17, 1965
Dear Senator Metcalf:

As you know, title VI, section 601, reads very clearly: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

. . . the explanation of the assurance of compliance issued pursuant to title VI by the Department of Health, Education, and Welfare is quite explicit, reading in part as follows:

"An institution of higher education which applies for any Federal financial assistance of any kind must agree that it will make no distinction on the ground of race, color, or national origin in the admission practices or any other practices of the institutions relating to the treatment of students. . .

"Other practices . . . include the affording to students of opportunities to participate in any educational, research, cultural, athletic, recreational, social, or other program or activity . . . making available to students any housing, eating, health, or recreational service . . . and making available for the use of students any building, room space, materials, equipment or other facility or property."

This language makes it apparent that an institution which maintains a fraternity system as a part of its activities and overall program is responsible under the Civil Rights Act requirements of assuring that discrimination is not practiced by the fraternities in the system.

To my knowledge, the suspension of Sigma Chi at Stanford by the fraternity's national executive committee is the first major test involving de facto discrimination within a national fraternity to develop . . .

Of prime importance to me, however, is the fact that the chapter, the university, and prominent fraternity alumni like yourself have united in an effort to eliminate any discriminatory practices from within the national organization on a wholly voluntary basis.

This kind of enlightened leadership not only hastens the day when all Americans will enjoy equality of opportunity, it also enhances the best long-term interests of all our voluntary organizations. Francis Keppel

September 2, 1965
Hon. Wayne Morse:

We urge that the Senate defeat the Waggonner amendment if it is offered to the higher education bill . . . We have received calls from important universities pointing out that under the Waggonner amendment it would be possible to use U.S. Government funds to build and operate racially segregated facilities on university-owned grounds at institutions that do not now and never have tolerated racial discrimination in any form. It appears that the real intention of its sponsor is to whittle down the effect of title VI of the 1964 Civil Rights Act. Clarence Mitchell, Director, Washington Bureau, NAACP

The committee recognized, however, that no hard-and-fast line separates developing from established institutions and that in the end final determination is a matter of interpretation. The main intent of the committee in judging whether a college qualifies as a developing institution is stated in the first sentence of the title. The bill is to assist institutions which "for financial and other reasons are struggling for survival and are isolated from the main currents of academic life."

It is intended that identification of eligible colleges will be made according to the sense of this clause. The title stipulates that the Commissioner of Education shall be assisted in this determination by an Advisory Council on Developing Institutions. Supra. H.R. 3220.

25. H.R. 3220, op. cit.

26. Report to the House of Representatives on the Conference Agreement, 52-89-1 0 65.

27. House Report 52-89-1 0 65 3, op. cit.

28. Strengthening Developing Institutions, Regulations (Revised - 1967) Title III of the Higher Education Act of 1965.

29. House Report 52-89-1 0 65 3, op. cit., p. 31.

30. Explanation of Title III distributed to colleges by Developing Colleges Program.

31. Broadus N. Butler, Asst. to the Commissioner, U.S. Office of Education, "Pressures on Higher Education for the Education of Disadvantaged Groups," Current Issues in Higher Education, 1965, pp. 130-133.

32. Ibid., p. 131.

33. Ibid., p. 133.

34. House Report 52-89-1 0 65, op. cit.

35. Ibid.

CHAPTER III

1. Dept. of Health, Education and Welfare OE 2300 - 1 to 6.

2. Geographically isolated colleges are marked with an asterisk.

3. The 90 items were detailed information relative to financial, faculty, student, library, administrative, physical plant, and degrees awarded data.

4. The factor analytic solution to the problem of inconsistent multidimensional measures need not be reviewed in detail here. It consists, in brief, of the set of intercorrelations among the criterion variables and reducing them to clusters or factors. Factor weightings can be extracted and used to assess the relative contribution to each factor of each measure.

5. See: Footnote 3.

6. These were items 1-9 on the quality list, see Appendix III, Part 2.

7. The absolute quantity or a scaled rating was used for each variable and for each institution we determined the median scores (the median score rather than the mean was used because of the great range of values for each variable). We then assigned a binary score for each variable (1 if above the median, 0 if below) and then to arrive at a summary score we totaled the binary scores for each institution. This summary score represented the total number of variables on which the institution scored above the median (if the institution was above the median on 12 variables and below on 18, the summary score would be 12). Next we ranked a point-biserial

correlation in which the actual value of each variable was correlated with the summary score. The resultant correlation indicated the relative importance of the variable to the total score. Then we selected the six variables with the highest correlations.

8. These factors were subsequently discarded because they reflected quantities only.

9. New York: The New American Library, 1966.

10. Yonkers: The College Blue Book, 1965.

11. Robert McGinnis, "Analyzing the Dynamics of Academic Quality," Howard, *Interinstitutional Cooperation in Higher Education*, *op. cit.*, pp. 190-210.

12.

	Blue Bock	USOE Special Control Listing 1965-66	Educational Directory	USOE Universe of Higher Education
Alabama	43	37	29	37
Alaska	3	3	3	3
Arizona	12	11	9	11
Arkansas	26	19	19	19
Calif.	259	195	178	182
Canal Zone	1	1	1	1
Colorado	26	21	22	21
Conn.	43	41	41	41
Delaware	4	4	4	4
D.C.	46	22	25	22
Florida	66	49	48	49
Georgia	60	51	49	51
Guam	1	1	1	1
Hawaii	7	4	4	4
Idaho	11	9	9	9
Illinois	133	123	116	115
Indiana	58	42	42	42
Iowa	58	51	51	51
Kansas	50	46	46	46
Kentucky	51	33	38	38
Louisiana	27	22	22	22
Maine	24	23	22	22
Maryland	51	44	44	44
Mass.	132	105	104	103
Michigan	80	74	74	74
Minn.	55	53	49	49
Miss.	51	43	44	43
Missouri	74	69	65	65
Nebraska	29	24	23	24
Nevada	1	1	1	1
New Hamp.	23	17	16	17
New Jersey	46	42	42	42
New Mexico	12	10	10	10
New York	217	207	191	194

	Blue Book	USOE Special Control Listing 1965-66	Educational Directory	USOE Universe of Higher Education
N. Carolina	65	64	61	63
N. Dakota	15	13	14	13
Ohio	103	77	77	77
Oklahoma	37	35	35	35
Oregon	38	33	31	33
Penn.	153	132	131	132
Puerto Rico	6	5	5	5
Rhode Island	14	14	14	14
Samoa	1			
S. Carolina	37	33	31	33
S. Dakota	20	15	15	15
Tennessee	57	53	47	48
Texas	126	99	97	97
Utah	10	9	9	9
Vermont	20	17	17	17
Virginia	47	48	48	48
Washington	35	33	31	33
W. Virginia	23	21	21	21
Wisconsin	78	66	63	62
Wyoming	6	6	6	6
	2676	2285	2229	2206

13. Draft of a statement on the Commission on Undergraduate Education in the Biological SciencesConsultant Bureau, letter from Thomas G. Overmire to author, Feb. 16, 1967.

14. D. Katz and R. Kahn, *The Social Psychology of Organization* (New York: John Wiley & Son, 1966).

15. Norman Kurland, "Developing Indicators of Educational Performance," lecture, Educational Records Bureau, October, 1966.

16. Morris Keeton, "Struggle and Promise: A Future of Liberal Arts Colleges," Howard, *Interinstitutional Cooperation in Higher Education*, *op. cit.*, pp. 499-507.

CHAPTER IV

1. For an analysis of the literature, see Lawrence C. Howard, "Survey and Analysis of the Literature on Interinstitutional Cooperation in Higher Education," *New Dimensions in Higher Education*, No. 21 (U. S. Office of Education, April, 1967).

2. Burton Dean Friedman, "Higher Education in the United States Perceived as a Social System," Ph.D. Dissertation, University of Michigan Microfilms, 1961, p. 226.

3. The analysis in this chapter is taken largely from Daniel Katz and Robert L. Kahn, *The Social Psychology of Organizations* (New York: John Wiley and Sons, 1966).

4. See Clark Kerr, "Toward a Nationwide System," in *Emerging Patterns in American Higher Education* (edited by Logan Wilson), pp. 259-260.

5. Katz and Kahn, op. cit., with examples added by Frampton Davis. Quoted from "Interinstitutional Cooperation as 'Process'" for the conference on interinstitutional cooperation held at Wingspread, Racine, Wisconsin, March 3-4, 1967.

6. Talcott Parsons, *Current Issues in Higher Education*.

7. Perhaps this perspective reflects the absence of clear alternative models.

8. Joseph Katz, "The Student and Interinstitutional Cooperation;" and Edward W. Crosby, "The Negro and Education: An Exercise in Absurdity," in Howard, *Interinstitutional Cooperation in Higher Education*, op. cit., pp. 343-358.

9. Davis, *supra* footnote 5.

10. See Part I of Howard, *Interinstitutional Cooperation in Higher Education*, op. cit., for a presidential, dean, and professor's view of interinstitutional cooperation as contrasted with the USOE view of Title III.

11. Katz and Kahn, *op. cit*., pp. 19-26.

12. *Ibid*., p. 391.

13. Davis, *supra* footnote 5.

14. Blair Stewart, "Cooperation by Small Groups of Liberal Arts Colleges," in *Emerging Patterns in American Higher Education*, edited by Logan Wilson (Washington, D.C.: American Council on Education, 1965), p. 267.

15. Kevin P. Bunnell and Eldon L. Johnson, "Interinstitutional Cooperation," in *Higher Education: Some Newer Developments*, edited by Samuel Baskim (New York: McGraw-Hill, 1966), p. 249.

16. Raymond Moore, *A Guide to Higher Education Consortiums 1965-66* Cat. No. FS 5.250:5005, U.S. Printing Office, Washington, 1967.

17. *Ibid*., p. ii.

18. *Ibid*.

19. Moore suggested that there might be literally thousands of additional cooperatives not included in his *Guide*.

20. See Appendix VII.

21. Raymond Moore's paper on "Interinstitutional Cooperation", delivered before the Conference on Higher Education sponsored by the Association for Higher Education, March 6, 1967.

22. Some of the information from this questionnaire was included in Raymond S. Moore's "Cooperation in Higher Education", Howard, *Interinstitutional Cooperation in Higher Education*, *op. cit*., p. 304.

23. Royce S. Pitkin, George Beecher, "Extending the Educational Environment: The Community as a Resource for Learning" in Baskin, *Higher Education*, *op. cit*.

24. Morris Keeton, "Struggle and Promise--A Future for Liberal Arts Colleges", Howard, *Interinstitutional Cooperation in Higher Education*, *op. cit*.

25. *Ibid*. The average college in the United States has 1800 students today.

26. *Ibid*.

27. Herman Branson is Vice-President of the Institute for Services to Education, and Professor of Physics at Harvard University. Dr. Branson carried the major responsibility in launching the Summer Institutes which are mentioned in Chapter II.

28. Daniel Katz, "A Systems Approach to the Study of the Internal Problems and the External Relationships of the University", Howard, *Interinstitutional Cooperation in Higher Education*, *op. cit*.

29. This point is brought out several times in the Wingspread papers. See especially L. H. Pitts, "Interinstitutional Cooperation: A President of a Developing College Gives an In-Depth View", Hugh M. Gloster, "Cooperative Programs and the Predominantly Negro College: A Dean's View", and Cecil L. Patterson, "Interinstitutional Cooperation: A Professor's Worm's Eye View", Howard, *Interinstitutional Cooperation in Higher Education*, *op. cit*.

30. Joseph Katz, "The Student and Interinstitutional Cooperation", Howard, *Interinstitutional Cooperation in Higher Education*, *op. cit*.

31. Algo C. Henderson, "Implications for Administration Arising from the Growing Interdependence of Colleges and Universities" Howard, *Inter-Institutional Cooperation in Higher Education*, *op. cit*.

32. Charles Slack, "Transforming the Developing, Uses of Training Technology, and Cooperative Arrangements with Business", Howard, *Interinstitutional Cooperation in Higher Education*, *op. cit*.

33. Gary Gumpert, "Interinstitutional Exchange and Media," Howard, Interinstitutional Cooperation in Higher Education, op. cit.

34. See Appendix VII.

35. Letter to author, May 10, 1966.

36. Letter to author, May 19, 1966.

37. George H. Hanford, "The Consortium Plan--New Hope for Weak Colleges," Saturday Review, January 16, 1965.

38. Algo Henderson, op. cit.

39. Royce S. Pitkin and George Beecher, "Extending the Educational Environment: The Community as a Resource for Learning," Higher Education Some Newer Developments, edited by Samuel Baskin (New York: McGraw-Hill 1966).

40. Merrimon Cuninggim, "A Campus Without Limit," talk to the Danforth Associates Conference, Camp Miniwanca, Michigan, August 29, 1966.

CHAPTER V

1. Fred E. Crossland, "The Problem is Educational Poverty," Howard, Interinstitutional Cooperation in Higher Education, op. cit.

2. Lawrence C. Howard, "Survey and Analysis of the Literature in Interinstitutional Cooperation in Higher Education," New Dimensions in Higher Education, No. 21 (U.S. Office of Education: April 1967).

3. Ibid.

4. Quoted from the transcript of "A Working Conference on Cooperative Programs Among Universities and Predominantly Negro Colleges," Morehouse College, Atlanta, August 20, 1965.

5. The basic ideas for this list were taken from "What Standards Do We Raise?" New Dimensions in Higher Education, No. 12 (U.S. Office of Education OE-53019).

6. Speech delivered by Douglass Cater, American Association of Higher Education, Chicago, May 5, 1967.

APPENDIX I

Testimony given by representatives of organizations in Excerpts from Hearings on Higher Education Act of 1965, House of Representatives, March 12, 1965 through May 1, 1965

Harold W. Pfautz Brown University Director of Brown-Tougaloo Cooperative Project	Brown-Tougaloo program given as an example of a Title III program.
Alfred T. Hill University of Chicago for Council for the Advancement of Small Colleges	A majority of CASC members support Title III. 41 percent of the group's membership are now engaged in cooperative relationships.
Vice-Admiral H. G. Rickover	An Ivy League university buddying with an underprivileged small college is not likely to work well. It would be extremely difficult to persuade a first-rate Ivy League college professor to go to a college having lower standards.
Homer D. Babbidge, President University of Connecticut for American Council on Education	Assistance by the Federal Government is needed to supplement the support from private sources for cooperative arrangements between major colleges and universities and those institutions lacking adequate resources to build faculties of high quality. As presently drawn Title III would limit assistance to developing institutions to those institutions offering the baccalaureate degree, that is, to 4-year institutions. I would suggest that there are many of our 2-year community and junior colleges that would benefit from cooperative arrangements either with a strong 2-year institution or with a strong 4-year institution. The council hopes that the bill can be amended to include 2-year as well as 4-year institutions.
Samuel M. Nabrit, President Texas Southern University for American Council on Education	Ten percent of the American colleges, including two State-supported colleges for Negroes, are not regionally accredited. The faculties of these colleges are generally less well paid and usually less renowned; the facilities tend to be less adequate. . . . The students coming from the disadvantaged segments of our society usually require more specialized and remedial aids than students from more privileged communities. . . . Faculty development is the No. 1 priority in such a consortium. Not only must academic depth be increased but awareness must be developed for the new curriculum materials, media, and for many of the unresolved problems relating to disadvantaged youth.

Ralph Mansfield for Americans for Democratic Action	Title III is a very important title on the need for strengthening and developing institutions in the United States. . . . I think that here we need what the President recommended for Appalachia. We need a poverty program for these underdeveloped institutions, to lift them up to the status of functioning educational institutions. . . . Certainly the exchange of scholars, the exchange of books, the exchange of equipment will help, to some extent. But I think more than that, if the act would embody some sort of statement that these schools that receive any aid from the United States should guarentee the rights and privileges of academic freedom to their faculties, they would add a new ferment to institutions which have died for lack of educational activity.
Elbert K. Fretwell City University of New York for Association for Higher Education	Interchange of faculty and students of one institution with those of another is an effective means (1) of providing firsthand experience with fellow Americans of different regional, religious, or racial backgrounds, and (2) of improving the quality of instruction in institutions which have yet to achieve a desirable level of educational development.
Fred H. Harrington, President University of Wisconsin for National Association of State Universities and Land-Grant Colleges	Our association believes that the enactment of Title III . . . would accomplish several useful purposes. We recognize the origin of this proposal in legislation introduced in the previous Congress by Representative Green. . . . We believe that this wording in the statement of purpose of this title will be used to help strengthen institutions which are most in need of help. Fortunately we have a good many examples: My own institution, the University of Wisconsin, is engaged in an exchange program with North Carolina College at Durham, N.C.; the Agricultural and Technical College of North Carolina; and Texas Southern University at Houston--all institutions predominantly attended by Negro students. The University of Michigan is well under way with a faculty, student, and cultural exchange program with Tuskegee Institute. . . . But the programs are not, nor should they be, in any sense limited to strengthening institutions which have developed under the pattern of racial segregation. . . . You cited Logan Wilson's speech in Chicago, I am in sharp disagreement with that speech.

	My entire association is in sharp disagreement with them. Our view is represented rather by some of our documents. . . . The State universities feel that service, this outreach, is just as important a part of our activity as the undergraduate teaching and the research and we don't think they are separated. We don't see a great deal of point in research unless it is applied. We do not feel it should be in this legislation but we feel we should have it. What this legislation has is money to build up the colleges which have had Negro students predominantly.
Charles Chapman, President Cuyahoga Community College for American Association of Junior Colleges	We believe that Title III of this act should be applicable to junior colleges as well as to institutions that award a bachelor's degree. . . . Estimates of the need for new junior college faculty during the next 10 years range between 80,000 and 100,000. Title III could provide immediate, essential support for developing a stronger corps of faculty, better instructional program, and more vital education generally.
Robert J. Havighurst University of Chicago	Title III proposes to strengthen colleges which are new and/or otherwise handicapped by inadequate financial resources. This is a desirable feature of Federal Government assistance to higher education, since it will generally strengthen private as against public institutions. The small privately supported college should be aided for two reasons: 1. It contributes a valuable diversity of local programs and local institutions to American colleges. 2. It actually saves public money to assist colleges that are largely privately supported, rather than to let some of them die and then to provide public institutions to carry the load they now carry.
Stanley F. Salwak for Committee on Institutional Cooperation of the Big Ten Universities and the University of Chicago	There is a great need for the pooling of faculty members from a number of institutions to work together on the revision and improvement of curriculums. . . . Groups in educational psychology, economics, geology, education, and other fields have been working together to improve course content, and several of these are giving particular attention to the

	development of courses of partial courses on videotape. . . . I strongly believe that what is needed are other CIC's--CIC's tailored to fit the needs of smaller colleges, and of regional and State institutions; CIC's which will enable them to share the costs of operating quality programs. . . . Title III was written with the thought that there would be an exchange between the "have" universities and the "have-not." In other words, the most capable professors that might be given a year's leave from a "have" institution would go to a "have-not" institution.
Congresswoman Edith Green	This particular title was written in my office last year and was a separate piece of legislation. This was not really the purpose of Title III, for a cooperative venture among the top 10, but, rather, we conceived it primarily to strengthen the Negro colleges in the South.
Congressman Roman Pucinski	I think there must be a point made clear here so that we don't misunderstand Title III. While I know the universities are struggling, they are not out of the main current of academic life, and they certainly don't need Title III because they are seriously handicapped in its efforts by lack of financial resources and shortages of qualified professional personnel. . . . So while it is true that the universities that are part of CIC could not benefit from the Title III, vis-a-vis themselves, they could, either through CIC or through their individual arrangements, enter into agreements with the very colleges that Mrs. Green is trying to reach with this Title III to help.
Senator Jacob Javits	I am opposed to the omission of Junior Colleges.
Hon. Francis Keppel U. S. Commissioner of Education	We must consider the 10% that are not accredited, the fact that the former acts of the Congress, including the Higher Education Facilities Act, have already provided special support for the community and junior colleges. And finally, we must also consider the problem of relative rate of growth. In our opinion this justified the focus on 4-year colleges in Title III.

Senator Joseph Clark	The $50 million under HEFA for 2-year colleges was not as yet spent. So actually one reason why you are not coming down with another junior college program this year is because you are still in the rather early phase of putting to work the money you didn't get until last October on what we authorized last year.
Senator Robert F. Kennedy	Should there be remedial programs for the Negro students who come out of college unprepared--sort of a 5th year program?
John Summerskill Cornell University	Prior to 1964 Cornell had barely 4 Negroes in each entering class of 2,400.

APPENDIX II

SOURCES OF STATISTICAL DATA

SOURCE	AUTHOR	PUBLISHER	DATES	DESCRIPTION OF CONTENTS
The College Blue Book		The College Blue Book, Yonkers, N.Y.	1923-1964 (every 4 years)	Institutional data include type, location, year founded, control or affiliation, accreditation, recognition, AACRAO rating, capacity, enrollment, faculty, ratio, financial resources, entrance requirements, number of degree conferred, dormitory capacity, number of terms, scholarships, cost per term.
The Comparative Guide to American Colleges for Students, Parents, and Counselors	James Cass Max Birnbaum	Harper & Row New York	1964	Varying institutional descriptions: admission requirements and entrance exam scores, number of national scholarships and fellowships awarded students and faculty, percent of students failing to graduate for academic reasons, percent continuing in grad. or prof. schools, degrees offered and conferred, majors, special awards, percent of faculty with Ph.D. degrees, salaries, and cultural opportunities.
American Colleges and Universities	Allan M. Cartter	Amer. Council on Education, Wash., D.C.	1964 (9th ed.)	Information on accredited institutions including population, admission and degree requirements, tuition and fees, teaching staff, graduate work, foreign students, financial aid reports and book value of plant.
The New American Guide to Colleges	Gene R. Hawes	The New Amer. Library, N.Y.	1966	Institutional entries include population of nearest city, distance from major city, percent of students living on campus, out-of-state, academic character.

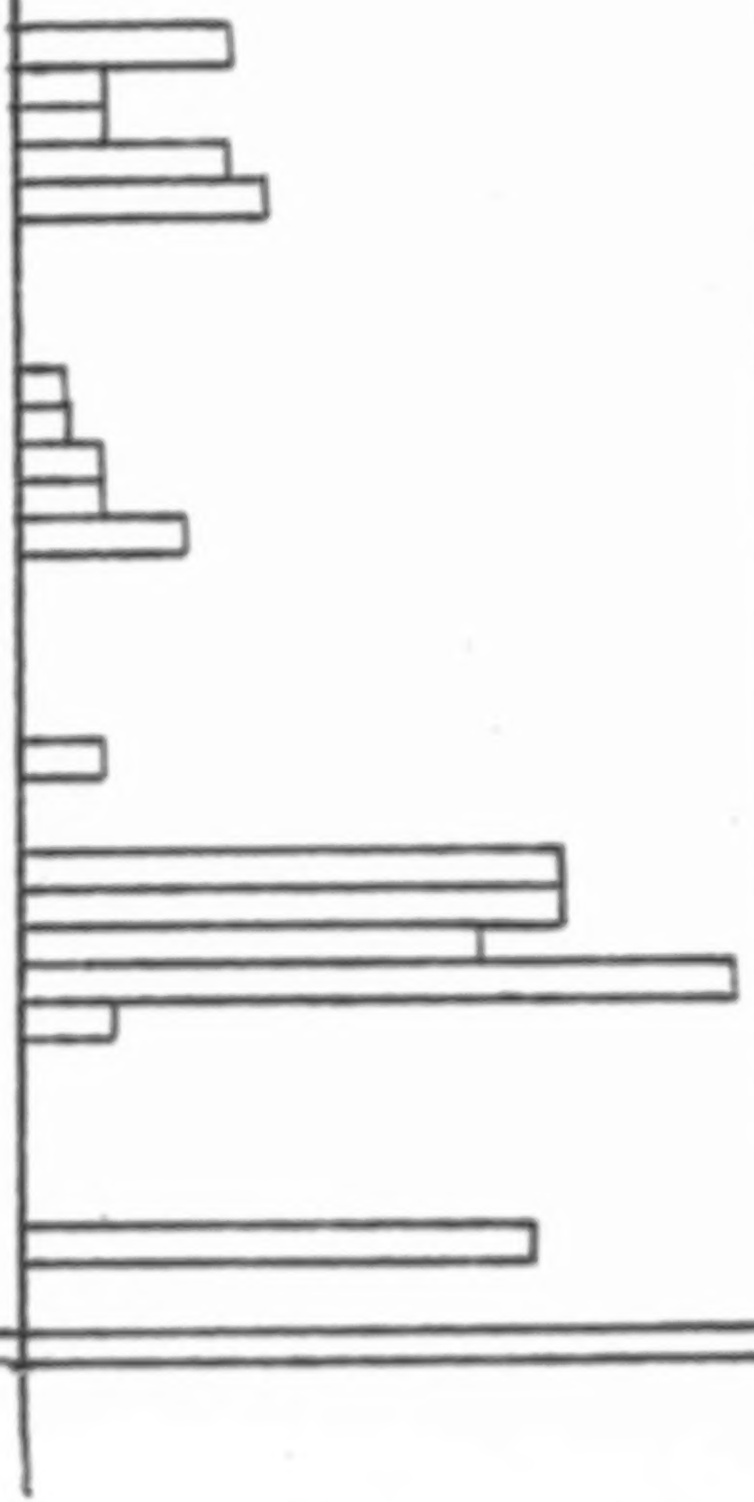
SOURCE	AUTHOR	PUBLISHER	DATES	DESCRIPTION OF CONTENTS
Library Statistics of Colleges and Universities		USOE	1959-60 - 1964-65 (annually)	Institutional data on library collection, personnel, and expenditures.
Faculty and Other Professional Staff in Institutions of Higher Education		USOE	1955-1964 (bi-ann.)	Institutional data on number of persons, number of men and women, types of positions held, type of institution, control, selected historical data, and State and regional data.
Opening Fall Enrollments		USOE	1946-1965 (annually)	Institutional data on number of students enrolled in degree-credit courses, 1st time enrollment, full and part time students, summary tables showing nat'l and state totals by control, level, sex, and type.
Earned Degrees Conferred		USOE	(annually)	Number of degrees conferred by each institution in approximately 170 fields of study; organized by type of institution, control, area of study, sex of recipients, and predominant race of students.
Institutional Data Card		USOE		OE has on file IBM cards for all accredited institutions containing data on control, type, state and regional location, predominant race, enrollment, sex of student body, and accreditation standings.

SOURCE	AUTHOR	PUBLISHER	DATES	DESCRIPTION OF CONTENTS
Federal Funds for Research, Development, and Other Scientific Activities		Nat'l Science Foundation	1966	Statistical information on the size and scope of Federal spending for scientific activities, methods by which the funds are spent, and trends in major spending areas.
The Younger American Scholar: His Collegiate Origins	Jos. J. Greenbaum	U. of Chic. Press, Chicago, Ill.	1953	Analysis of undergraduate backgrounds of students earning Ph.D. or holding significant fellowship at 25 prominent graduate schools from 1946 to 1951. Ranks undergraduate colleges on the basis of % of graduates who reached this level of achievement.
Baccalaureate Origins of 1950-1959 Medical Graduates	Wm. A. Manuel Marion E. Altenderfer	US Public Health Service	1961	Ranks undergraduate colleges on the basis of the number and percentage of their graduates who earned M.D. degree during the 10 year period.
A Report on the Baccalaureate Origins of College Faculties	Alan O. Pfnister	Assoc. of Amer Colleges, Wash D.C.	1961	Lists the highest ranking institutions in the production of college teachers as of 1955.
Pre-Seminary Education	Keith R. Bridston; Dwight W. Culver	Augsburg Publ. House, Minn.	1965	Lists colleges and universities with 100 or more graduates attending theological schools in fall, 1962.
Annual Report of the Danforth Foundation		The Foundation, St.Louis	1962	List of colleges and universities with five or more graduates elected Danforth Fellows.

APPENDIX III Part 1.

Summary Empirical Breakdown of Higher Education with Title III Grants to Cooperating and Recipient Institutions 1966 - 1967

Groups	n	%	Number of Cooperating	%	Number of Recipient	%
I. Prestigious			I. Prestigious			
showing p5 quality factors	p=61	5%	p=6	21%	p=2	5%
" p4 " "	p=27	2%	p=4	14%		
" p3 " "	p=34	2%	p=2	7%		
" p2 " "	p=64	5%	p=5	17%		
" p1 " "	p=83	6%	p=3	10%		
Institutions with one or more quality factors	p=269	20%	one or more quality factors p=20	69%	p=2	5%
II. Large Institutions			II. Large Institutions			
showing q5 quantity factors	q=12	1%	q=2	7%	q=1	2%
" q4 " "	q=18	1%	q=1	4%		
" q3 " "	q=24	2%				
" q2 " "	q=28	2%	q=1	4%		
" q1 " "	q=47	4%	q=2	7%		
Institutions with one or more quantity factors	q=126	10%	one or more quantity factors q=6	21%	q=1	2%
III. Institutions with neither quantity nor quality showing no danger signs	x=28	2%	III. Neither quality quantity nor any danger signs x=1	4%		
IV. Danger Signs			IV. Danger Signs			
showing y1 danger factors	y=174	13%			y=4	10%
" y2 " "	y=171	13%	y=1	4%	y=10	24%
" y3 " "	y=134	11%	y=1	4%	y=6	15%
" y4 " "	y=213	17%			y=16	39%
" y5 " "	y= 18	2%			y=2	5%
Institutions with one or more danger signs	y=750	57%	one or more danger signs y=2	7%	y=38	93%
V. Ineligible Institutions unaccredited or established since 1960	x=171	12%				
	n=1344		n=29		n=41	



% rounded off
Total — 100%

n = Number of Colleges

APPENDIX III. Part 2

Group I. PRESTIGIOUS INSTITUTIONS BY QUALITY FACTORS

STATE Institution	One of 26 Leading American Colleges 1	Muscatine Rating Berkeley Grad. Admission 2	Younger Scholars 3	Baccalaureates and M.D.'s 4	College Teachers Produced 5	Woodrow Wilson Fellows 1945-60 6	Cass & Birnbam Selective Admissions 7	Phi Beta Kappa Chapter 8	Berelson Ratings 9	Journal of Higher Education Ratings 10	Ford Grant for Excellence 11	Cartter A.C.E. Ratings 12	Major Endowed Institution 13	Federal Income Recipient 14	Undergraduate Study Abroad 15
ALABAMA															
Birmingham Southern C					+			+	+		+				
Spring Hill C				+											
U of Alabama				+				+						+	
ALASKA															
U of Alaska														+	
ARIZONA															
Arizona St U								+							+
U of Arizona														+	+
ARKANSAS															
Arkansas C								+							
Hendrix C				+											+
U of Arkansas						+								+	
CALIFORNIA															
Fresno St C										+					+
La Sierra C				+											+
Mills C								+							
Occidental C						+		+	+	+	+				+
Pacific Union C				+											
Pomona C			+		+	+	+	+	+	+					+

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CALIFORNIA															
San Francisco St C										+					+
Scripps							+	+							
Stanford U		+		+		+	+			+	+	+		+	+
U of Calif. Berkeley						+		+		+		+			+
U of Calif. Los Angeles						+		+		+					
U of Calif. Riverside						+		+							
U of Southern Calif.						+		+						+	+
U of the Pacific					+										
U of the Redlands									+						+
Whittier C									+						+
COLORADO															
Colorado C					+			+			+				
Colorado St C					+										
Colorado St U														+	
U of Colorado						+		+						+	+
U of Denver								+			+			+	
CONNECTICUT															
Connecticut C								+							
Fairfield U				+											+
Trinity C			+				+	+							
U of Conn.								+							
Wesleyan U			+	+	+	+	+	+	+	+				+	+
Yale U					+	+	+	+		+		+		+	+
DELAWARE															
Delaware St C								+							
DISTRICT OF COLUMBIA															
American U														+	
Catholic U of America					+			+							
Georgetown U						+								+	+
George Washington U								+						+	
Trinity C							+								+
FLORIDA															
Florida St U								+		+				+	
U of Florida						+		+						+	
U of Miami						+								+	
GEORGIA															
Agnes Scott C						+		+							
Emory U				+		+		+			+			+	
Mercer U				+											
Oglethorpe C									+						
U of Georgia						+		+							

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
HAWAII															
U of Hawaii						+		+						+	
IDAHO															
Idaho St U								+							
U of Idaho													+		+
ILLINOIS															
Augustana C			+			+		+							+
Ill. Wesleyan U					+										
Knox C			+		+	+		+		+	+				+
Lake Forest C								+			+				
Loyola U													+		+
Monmouth C			+												+
Northwestern U		+				+		+						+	+
Rockford C								+	+						+
U of Chicago		+	+	+	+	+	+	+		+		+		+	
U of Illinois						+		+		+		+		+	+
Wheaton C				+											
INDIANA															
DePauw U			+	+	+	+		+		+					+
Earlham C					+					+	+				+
Indiana U		+		+		+		+						+	+
Manchester C				+											+
Purdue U			+												
U of Notre Dame						+					+			+	+
Valparaiso U						+									+
Wabash C			+	+		+	+	+			+				+
IOWA															
Coe C			+					+							+
Cornell C			+		+			+		+					+
Drake U								+							
Grinnell C	+		+		+	+	+	+	+		+				+
U of Iowa					+	+	+	+							+
KANSAS															
Kans. St C of Pittsburg														+	
Kans. St Tchrs C					+										
Kans. St U Ag & App Sci														+	+
U of Kansas						+		+							+
KENTUCKY															
Berea C			+								+				
Centre C of Ky.				+					+						
Transylvania C					+										
U of Kentucky						+		+						+	
U of Louisville				+										+	+

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
LOUISIANA															
La. St U at Baton Rouge						+									
Loyola U				+											
Tulane U of La.				+		+		+						+	+
U of Southwestern La.						+									
MAINE															
Bates			+		+		+	+							
Bowdoin					+		+	+	+	+					
Colby C								+	+	+	+				
MARYLAND															
Goucher C					+	+		+			+				
Johns Hopkins U		+	+	+	+	+	+	+			+			+	
Mt. St. Mary's C				+											
MASSACHUSETTS															
Amherst C	+		+	+	+	+	+	+	+	+	+				
Atlantic Union C				+											
Boston C							+								+
Boston U						+		+						+	
Brandeis U						+	+	+						+	+
Clark U					+			+							
Harvard U		+	+	+	+	+	+	+		+		+			+
Mass. Inst. of Tech.			+			+	+			+		+		+	
Mt. Holyoke C	+				+	+	+	+	+		+				
Northeastern U													+	+	
Radcliffe C	+					+	+	+	+						
Smith C	+					+	+	+	+						+
Springfield C					+										
Tufts U				+				+						+	+
Wellesley C	+					+	+	+	+		+				
Wheaton C								+							
Williams C	+		+	+	+	+	+	+	+						+
MICHIGAN															
Albion C				+				+							+
Andrews U				+											
Calvin C			+	+											
Hope C			+	+	+										+
Kalamazoo C			+			+	+	+							+
Mich. St U		+				+								+	
U of Michigan						+		+		+		+		+	+
Wayne St U						+		+						+	+

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
MINNESOTA															
Carleton C	+		+	+	+	+	+	+	+	+	+				+
C of St. Catherine								+							
C of St. Thomas				+							+				+
Macalester C													+		+
St. Cloud St C													+		+
St. Olaf C					+			+							+
U of Minn. all campuses		+				+		+		+				+	+
MISSISSIPPI															
Millsaps C				+		+									
Miss. C				+											
U of Miss.				+											+
MISSOURI															
St. Louis U						+									
U of Missouri all campuses						+		+						+	+
Washington U						+		+							
Westminster C				+											
MONTANA															
Carrol C				+											
Montana St U						+									
NEBRASKA															
Creighton U				+											
Union C				+											
U of Nebraska						+		+						+	+
NEW HAMPSHIRE															
Dartmouth C	+		+	+	+	+	+	+	+					+	+
U of New Hampshire								+							+
NEW JERSEY															
Drew U									+						+
Fairleigh Dickinson U													+		
Princeton U		+	+	+	+	+	+	+		+		+		+	+
Rutgers St U						+		+						+	+
NEW MEXICO															
New Mexico St U														+	
NEW YORK															
Alfred U		+				+									
Bard C	+								+						
Barnard C						+	+	+							
Colgate U						+	+	+							+

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
NEW YORK															
Columbia U (all campuses)							+	+		+				+	+
Columbia U Main Division		+	+	+	+	+									
Cooper Union			+												
Cornell U		+				+	+	+		+				+	+
CUNY Brooklyn C				+		+									
CUNY City C						+									
CUNY Hunter C						+		+							
CUNY Queens C			+			+									
Elmira C								+							+
Fordham U						+		+							+
Hamilton C			+	+	+			+			+				+
Hobart & Wm. Smith C								+							
Hofstra U											+				
Manhattanville C Sacred Heart							+								
New York U		+				+		+						+	+
Pratt Institute													+		
Rensselaer Poly. Institute							+						+	+	
St. Johns U						+									
St. Lawrence U								+			+				
Sarah Lawrence C	+				+	+			+						+
SUNY C Buffalo														+	+
SUNY St U Buffalo								+							
Syracuse U								+						+	+
Union C				+			+	+							
U of Rochester			+		+	+		+						+	
Vassar C	+					+	+	+	+						
Wells C								+							
Yeshiva U														+	+
NORTH CAROLINA															
Davidson C				+	+	+	+	+		+					
Duke U		+		+		+	+	+						+	
U of N. Car. at Chapel Hill						+		+						+	
N. Car. St U at Raleigh											+				
Wake Forest C				+				+							
NORTH DAKOTA															
U of N. Dak.				+				+							
OHIO															
Antioch C	+		+			+	+		+		+				+
C of Wooster			+	+	+			+							+
Denison U				+	+	+		+			+				+
John Carroll U				+											

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
OHIO															
Kenyon C	+		+	+			+	+	+						+
Marietta C								+							
Miami U								+							
Oberlin C	+		+	+	+	+	+	+	+	+					+
Ohio St U		+				+		+		+				+	
Ohio U								+							
Ohio Wesleyan U					+			+							+
U of Cincinnati								+						+	
Western Reserve U								+						+	
OKLAHOMA															
Okla. City U											+				
Okla St U Ag. & App. Sci.														+	
U of Okla.						+		+						+	+
OREGON															
Oregon St U														+	+
Reed C	+		+	+	+	+	+	+	+	+					
U of Oregon						+								+	
Willamette U				+											+
PENNSYLVANIA															
Allegheny C				+				+							
Bryn Mawr C	+					+	+				+				+
Bucknell U								+							
Chatham C								+							
Dickinson C				+			+	+	+						
Franklin & Marshall C				+											
Gettysburg C								+							
Haverford C	+		+	+	+	+	+	+	+	+					
Lafayette C						+		+							
Lehigh U							+	+							
Muhlenberg C				+											
Penn. St U								+		+				+	
St. Vincent C				+											
Swarthmore C	+		+	+	+	+	+	+	+	+	+				+
Temple U														+	
U of Penn.		+	+			+	+	+						+	+
U of Pittsburg						+		+		+				+	
U of Scranton				+											
Ursinas C				+											
Washington Jefferson C				+				+							
Wilson C								+							
PUERTO RICO															
Inter American U of P.R.				+											

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
RHODE ISLAND															
Brown U			+			+	+	+			+			+	
SOUTH CAROLINA															
C of Charleston				+											
Wofford C								+							
SOUTH DAKOTA															
S. Dak. St U								+							+
U of S. Dak.				+											
TENNESSEE															
George Peabody C Tchrs					+										
Lincoln Memorial U				+											
Memphis St U				+											
Scarritt C for Chrs. Workers								+							
Southwestern at Memphis				+				+							+
U of the South			+	+		+					+				
U of Tennessee (all campuses)														+	+
Vanderbilt U				+		+		+			+			+	+
TEXAS															
Austin C											+				
Baylor U				+										+	
Rice U				+		+	+	+							
Southern Methodist U								+					+		
Southwestern U					+										
Texas A & M U														+	
Texas Christian U													+		+
U of Texas		+				+		+						+	
UTAH															
U of Utah						+		+						+	
VERMONT															
Bennington C									+						
Middlebury C	+						+	+	+						
U of Vt. & St Agric. C				+										+	
VIRGINIA															
Bridgewater C				+											+
C of William and Mary			+			+		+							
Emory & Henry C				+											
Hampden Sydney C								+							
Hollins C								+							+
Randolph Macon C				+				+							

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
VIRGINIA															
Randolph Macon Womens C								+							
Roanoke C				+											
Sweet Briar C								+							+
U of Richmond				+				+							
U of Virginia				+		+		+						+	
Washington & Lee U				+		+		+							
WASHINGTON															
Gonzaga U					+										+
U of Washington		+				+		+						+	+
Walla Walla C				+											
Washington St U								+						+	
Whitman C								+	+		+				+
WEST VIRGINIA															
Bethany C				+											+
West Virginia U								+						+	+
WYOMING															
U of Wyoming								+							
WISCONSIN															
Beloit C			+			+		+							+
Lawrence U	+							+	+		+				+
Marquette U				+											
Ripon C								+							+
U of Wisconsin (all campuses)		+	+			+									
U of Wisconsin Madison		+	+			+		+		+		+			+

APPENDIX III. Part 3

Group II. LARGE INSTITUTIONS BY SIZE FACTORS

STATE Institution	Library over 100,000 Volumes 1	Student Body over 10,000 2	Faculty over 500 3	Income over $5 million 4	Over 50 M.A.'s Granted 5	Over 5 Ph.D.'s Granted 6
ALABAMA						
Auburn U		+	+	+	+	+
Howard	+					
ARKANSAS						
Arkansas State C					+	
Arkansas St. Tchrs C					+	
CALIFORNIA						
Calif. St. C at Fullerton					+	+
Calif. St. C at Long Beach		+	+	+	+	
Calif. St. C at Los Angeles		+	+	+	+	
Calif. Western U						+
Chico St. C	+					
Claremont Grad. Sch. & U Ctr.	+				+	+
Claremont Mens C	+					
Harvey Mudd C	+					
Immaculate Heart C					+	
Loma Linda U	+			+		
Loyola U of Los Angeles	+					
Sacramento St. C	+	+		+	+	
San Diego St. C		+	+		+	
San Fernando Valley St. C	+	+		+	+	
San Francisco C Women	+					
San Jose St. C	+	+	+	+	+	
U of Calif. Davis	+			+	+	+
U of Calif. San Diego	+			+		+

	1	2	3	4	5	6
CALIFORNIA (cont'd)						
U of Calif. Gen. Extension		+				
U of Calif. San Francisco	+			+		
U of Calif. Santa Barbara	+			+	+	
U of Santa Clara					+	
CONNECTICUT						
University of Bridgeport				+		
U of Hartford					+	
DELAWARE						
U of Delaware	+			+	+	+
FLORIDA						
Rollins C	+					
U of South Florida				+		
ILLINOIS						
Bradley U					+	
DePaul U	+			+	+	
Eastern Ill. U	+			+	+	
Ill. St. U	+		+			
Ill. Tchrs. C Chicago South	+				+	
Northern Ill. U	+	+		+	+	
Roosevelt U	+				+	
Southern Ill. U	+		+	+	+	+
Western Ill. U	+			+	+	
INDIANA						
Ball State U		+		+	+	+
Butler	+				+	
Indiana St. U	+			+	+	
IOWA						
State C of Iowa	+				+	+
Iowa St. U of Sci. and Tech.	+	+	+	+	+	+
KANSAS						
Fort Hays Kans. St. C.	+					
St. Benedicts C	+					
Wichita St. U	+	+			+	
KENTUCKY						
Eastern Ky. St. C	+			+	+	
Western Ky. St. C	+					

	1	2	3	4	5	6
LOUISIANA						
La. St. U & A & M C				+		
MARYLAND						
U of Maryland	+	+	+	+	+	+
MASSACHUSETTS						
C of the Holy Cross				+		
Simmons	+					
St. C at Boston					+	
U of Mass. (all campuses)	+	+	+	+	+	+
U of Mass. Amherst campus				+		
U of Mass. Boston campus				+	+	+
MICHIGAN						
Eastern Mich. U		+			+	
U of Detroit				+		
Western Mich. U		+			+	
MINNESOTA						
Mankato St. C		+		+	+	
St. Johns U	+					
U of Minn. Minneapolis St. Paul		+				
U of Minn. Extension Div.		+		+		
MISSISSIPPI						
Miss. St. C for Women	+					
Miss. St. U	+			+	+	+
U of Southern Miss.	+				+	+
MISSOURI						
Central Mo. St. C	+			+		
Northeast Mo. St. Tchrs. C	+					
Southeast Mo. St. C	+					
U of Mo. at Columbia		+				
U of Mo. at Kansas City					+	+
U of Mo. at Rolla				+	+	+
MONTANA						
Montana St. C	+				+	+
U of Montana				+		
NEBRASKA						
Municipal U of Omaha	+			+	+	

	1	2	3	4	5	6
NEVADA						
U of Nevada	+			+	+	
NEW JERSEY						
Montclair St. C					+	
Seton Hall U	+			+	+	+
Trenton	+					
NEW MEXICO						
Eastern New Mexico U	+			+		
U of New Mexico	+	+		+	+	+
NEW YORK						
Adelphi U	+			+		+
Long Island U		+	+	+		
Manhattan C	+			+		
St. Bonaventure U	+				+	
OHIO						
Bowling Green St. U	+	+		+	+	
Kent St. U	+	+		+	+	
U of Akron		+		+	+	+
U of Dayton	+			+		
U of Toledo				+		
Xavier U	+				+	
Youngstown U	+	+				
OKLAHOMA						
Central St. C					+	
U of Tulsa	+				+	
OREGON						
Portland St. C	+					
U of Portland	+					
PENNSYLVANIA						
Villanova U	+			+	+	
RHODE ISLAND						
Providence C						+
U of Rhode Island	+	+	+	+	+	+
SOUTH CAROLINA						
Clemson U	+			+	+	+

	1	2	3	4	5	6
SOUTH CAROLINA (cont'd)						
U of South Carolina	+	+				
Winthrop	+					
TENNESSEE						
East Tennessee St. U	+			+	+	
Middle Tenn. St. U				+	+	
TEXAS						
Arlington St. C		+		+		
East Texas St. C	+				+	
North Texas St. U		+	+	+	+	+
Sam Houston St. C	+					
Southwest Texas St. C	+					
Texas C Arts Industries	+				+	
Texas Technological C	+	+	+	+	+	+
Trinity U	+			+		
U of Houston	+	+	+	+	+	+
Texas Woman's U	+				+	
UTAH						
Brigham Young U	+	+	+	+	+	+
Utah St. U	+			+		
VIRGINIA						
Madison C	+					
Va. Polytechnic Inst.	+		+	+		
Va. St. C	+					
WASHINGTON						
Eastern Wash. St. C	+					
Seattle U	+				+	
Western Wash. St. C	+			+	+	
WEST VIRGINIA						
Marshall U					+	

APPENDIX III. Part 4

Group III. INSTITUTIONS WITHOUT QUALITY, SIZE OR DANGER SIGN FACTORS

STATE

Institution

ARIZONA
- Arizona State College

CALIFORNIA
- U of California - Irvine
- U of San Francisco

GEORGIA
- Georgia State College

LOUISIANA
- Drexel Institute of Technology
- Louisiana Poly. Institute
- Northeast La. State College
- Northwestern State College

MAINE
- U of Maine

MICHIGAN
- Central Michigan U
- Ferris State College

NORTH DAKOTA
- North Dakota State U

NEW YORK
- Jewish Theol. Seminary of America
- New School for Soc. Research
- SUNY St. U - Albany
- SUNY College - Cortland
- SUNY College - New Paltz

NORTH CAROLINA
- East Carolina College
- U of North Carolina at Greenboro

PENNSYLVANIA
- Duquesne U
- Indiana State College
- La Salle College

PUERTO RICO
- University of Puerto Rico

TENNESSEE
- Tenn. Tech U or (Tenn. Polytech Inst.)

TEXAS
- Lamar State Col Tech

VIRGINIA
- Medical Col of Virginia

WISCONSIN
- Wisconsin State U - Oshkosh
- Wisconsin State U - Whitewater

APPENDIX III. Part 5

Group IV. INSTITUTIONS WITH DANGER SIGNS

STATE Institution	Less Than 50,000 Library Volumes 1	Less Than 1,000 Students 2	Less Than 200 Faculty Members 3	Less Than $1 Million Annual Income 4	Predominantly Negro Student Body 5
COLLEGES WITH ONE DANGER SIGN					
ALABAMA					
Alabama College			+		
Florence State College			+		
Jacksonville St. College			+		
Troy			+		
ARKANSAS					
Harding College			+		
Henderson St. Tchrs Col			+		
Little Rock U			+		
Ouachita Baptist U			+		
CALIFORNIA					
California St. Col at Hayward			+		
Humboldt St. Col			+	*	
Mt. St. Marys Col			+		
Pasadena College			+		
Pepperdine College			+		
Sonoma St College			+	*	
COLORADO					
Adams State College			+		
Western St C Colorado			+		

* Information Missing

	1	2	3	4	5
CONNECTICUT					
Annhurst C			+	*	
Central Conn. St C			+		
Southern Conn. St C			+		
DISTRICT OF COLUMBIA					
Howard U					+
FLORIDA					
Florida A & M U					+
Florida Southern C			+		
Jacksonville U			+		
Stetson U			+		
U of Tampa			+		
GEORGIA					
Woman's C of Georgia			+		
ILLINOIS					
Concordia			+		
Elmhurst C			+		
MacMurray C			+		
Millikin U			+		
Mundelein C			+		
Olivet Nazarene C			+		
INDIANA					
Anderson C			+		
Goshen C and Biblical Sem			+		
Hanover C			+		
St. Joseph's C			+		
IOWA					
Morningside C			+		
Parsons C			+		
Wartburg C			+		
KANSAS					
Washburn U of Topeka			+		
KENTUCKY					
Catherine Spalding C			+		
Georgetown C			+		
Morehead St C			+		
Murray St C			+		

	1	2	3	4	5
LOUISIANA					
McNeese St C			+		
Southeastern Louisiana C			+		
Southern U A & M C					+
MARYLAND					
Columbia Union C			+		
Towson St C			+		
Peabody Institute of C of Baltimore		+	*	*	
MASSACHUSETTS					
American International C			+		
Emmanuel C			+		
Suffolk U			+		
MICHIGAN					
Marygrove C			+		
Michigan Technological U			+		
Northern Michigan U			+		
MINNESOTA					
Bemidje St C	+				
Augsburg C			+		
Concordia C Moorhead			+		
C of St. Teresa			+		
Gustavus Adolphus C			+		
Hamline U			+		
Moorehead St C			+		
St. Mary's C			+		
Winona St C			+		
MISSISSIPPI					
Delta St C			+		
MISSOURI					
Northwest Mo. St C			+		
Southwest Mo. St C			+	*	
Stephens C			+		
William Jewell C			+		
MONTANA					
Eastern Montana C of Ed			+		
NEBRASKA					
Chaldron St C			+		

	1	2	3	4	5
NEBRASKA (cont'd)					
Kearney St C			+		
Nebraska Wesleyan U			+		
Wayne St C			+		
NEW JERSEY					
Glassboro St C			+		
Jersey City St C			+	*	
Monmouth C			+		
Newark St C			+	*	
Paterson St C			+		
St. Peter's C			+		
Upsala C			+		
NEW MEXICO					
N M Highlands U			+		
NEW YORK					
Canisius C			+		
Columbia U Tchrs C			+		
Iona C			+		
Le Moyne			+		
Niagara U			+		
Siena C St. Bernardine			+		
Skidmore C			+		
SUNY C Brockport			+	*	
SUNY C Fredonia			+	*	
SUNY C Geneseo			+		
SUNY C Oneonta			+		
SUNY C Plattsburgh			+	*	
SUNY C Potsdam			+	*	
SUNY St U Binghamton			+		
NORTH CAROLINA					
Atlantic Christian C			+		
Appalachian St Tchrs C			+		
High Point C			+		
Western Carolina C			+		
NORTH DAKOTA					
Minot St C			+	*	

	1	2	3	4	5
OHIO					
Baldwin-Wallace C			+		
Capital U			+		
Penn C			+		
Mt Union C			+		
Muskingum C			+	*	
Ohio Northern U			+		
Otterbein C			+		
Wittenberg U			+		
OKLAHOMA					
East Central St C			+		
Oklahoma Baptist U			+		
Phillips U			+		
Southeastern St C			+		
Southwestern St C			+		
OREGON					
Lewis & Clark C			+		
Linfield C			+		
Oregon C of Educ			+		
Southern Oregon C			+		
PENNSYLVANIA					
Bloomsburg St C			+		
California St C			+	*	
Clarion St C			+		
East Stroudsburg St C			+		
Edinboro St C			+		
Gannon C			+		
Geneva C			+		
Grove City C			+		
Kings C			+		
Kutztown St C			+		
Lock Haven St C			+		
Lycoming C			+		
Mansfield St C			+		
Marywood C			+		
Millersville St C			+		
St. Francis C			+		
St. Joseph C			+		
Shippensburg St C			+		

	1	2	3	4	5
PENNSYLVANIA (con'd)					
Slippery Rock St C			+		
West Chester St C			+		
Westminster C			+		
Wilkes C			+		
SOUTH CAROLINA					
Furman U			+		
SOUTH DAKOTA					
Augustana C			+		
Black Hills St C			+		
Northern St C			+		
TENNESSEE					
Austin Peay St C			+		
Carson-Newman C			+		
David Lipscomb C			+		
Tenn Agr & Indus St U					+
U of Chattanooga			+		
TEXAS					
Abilene Christian C			+		
Hardin-Simmons U			+		
Howard Payne C			+		
Incarnate Word C			+		
Our Lady of the Lake C			+		
Stephen F. Austin St C			+		
Sul Ross St C			+		
West Texas St U			+		
UTAH					
St. Michael's C			+		
Weber St C			+		
VIRGINIA					
Longwood C			+		
Old Dominion C			+		
U of Va Mary Washington C			+		
Virginia St C					+
WASHINGTON					
Central Washington St C			+		

	1	2	3	4	5
WASHINGTON (cont'd)					
Pacific Lutheran U			+		
Seattle Pacific C			+		
U of Puget Sound			+		
Whitworth C			+		
WEST VIRGINIA					
Fairmont St C			+		
W. Va. Wesleyan C			+		
WISCONSIN					
Alverno C			+		
Carroll C			+		
Stout St U			+		
Wisconsin St U Eau Claire			+		
Wisconsin St U La Crosse			+		
Wisconsin St U River Falls			+		
Wisconsin St U Stevens Point			+		
Wisconsin St U Superior			+		

	1	2	3	4	5
COLLEGES WITH TWO DANGER SIGNS					
ALABAMA					
Ala A & MC			+		+
Livingston St C	+		+		
Tuskegee Institute			+		+
ARKANSAS					
Ark A & M C	+		+		
Ark Polytechnic C	+		+		
Southern St C	+		+		
CALIFORNIA					
Chapman C		+	+		
C of the Holy Names		+	+		
Pacific C	+		+	*	
St. Mary's C Calif		+	+		
St. Patrick's C		+	+	*	
Southwestern C	+		+	*	
U of San Diego C for Men		+	+	*	
West Coast U		+	+	*	
Westmont C		+	+		
Woodbury C	+		+	*	
COLORADO					
Southern Colo. St C	+		+		
DISTRICT OF COLUMBIA					
Gallaudet C		+	+		
GEORGIA					
Fort Valley St C			+		+
Ga. Southern C			+	+	
North Georgia C		+	+		
Wesleyan C		+	+		
West Georgia C	+		+		
ILLINOIS					
Greenville C		+	+		
Ill. Tchrs C Chgo North			+	+	
North Central C		+	+		

* Information Missing

	1	2	3	4	5
ILLINOIS (cont'd)					
Principia C		+	+		
Quincy C			+	+	
Rosary C		+	+		
St. Xavier C		+	+		
INDIANA					
Evansville C	+		+		
Franklin C of Ind.		+	+		
St. Mary's C			+	+	
Taylor U		+	+		
IOWA					
Central C		+	+		
Clarke C		+	+		
Loras C			+	+	
Luther C			+	+	
Marycrest C		+	+		
Simpson C		+	+		
U of Dubuque		+	+		
Westmar C		+	+		
KENTUCKY					
Asbury C		+	+		
LOUISIANA					
Centenary C		+	+		
Francis T. Nicholls St C	+		+		
Grambling C			+		+
MARYLAND					
Frostburg St C	+		+		
Hood C		+	+		
Loyola C		+	+		
Morgan St C			+		+
St. John's C		+	+		
Washington C		+	+		
Western Maryland C		+	+		
MASSACHUSETTS					
Assumption C		+	+		
Augustinian C	+		+		

	1	2	3	4	5
MASSACHUSETTS (cont'd)					
Gordon C		+	+		
Newton C Sacred Heart		+	+		
Regis C		+	+		
St C at Salem	+		+		
Stonehill C	+		+	*	
MICHIGAN					
Alma C		+	+		
MINNESOTA					
Bethel C and Sem.		+	+		
Concordia C St. Paul	+		+		
MISSISSIPPI					
Alcorn A & M C			+		+
Belhaven C	+		+	*	
MISSOURI					
Central Methodist C		+	+		
Culver Stockton C		+	+		
Harris Tchrs C	+		+	*	
Lincoln U			+		+
Marillac C		+	+	*	
Missouri Valley C		+	+		
Notre Dame C		+	+	*	
Park C		+	+	*	
Rockhurst C		+	+		
Tarkio C	+		+		
U of Mo. at St. Louis	+		+		
William Woods C		+	+		
NEBRASKA					
Hastings C		+	+		
NEW MEXICO					
Western N M U	+		+		
NEW YORK					
Alfred U C of Ceramics	*	+	+	*	
C of New Rochelle		+	+		
C of St. Rose		+	+		

	1	2	3	4	5
NEW YORK (cont'd)					
D'Youville C		+	+		
Finch C		+	+		
Hartwick C	+		+	*	
Houghton C	+		+		
Ithaca C	+		+		
Keuka C		+	+		
Marist C		+	+		
Russell Sage C			+	+	
St. Francis C	+		+		
SUNY C Home Ec Cornell	*	+	+	*	
SUNY Indus Labr Rel Cornell	*	+	+	*	
SUNY Vet C at Cornell	*	+	+	*	
Wagner C	+		+		
William Smith C	*	+	+	*	
Nazareth C of Rochester		+	+		
NORTH CAROLINA					
Agr & Tech C of N C			+		+
Campbell C	+		+		
Catawba C		+	+		
Elon C			+	+	
Guilford C		+	+		
Johnson C Smith U			+		+
Lenoir-Rhyne C	+		+		
Mars Hill C	+		+		
N C C at Durham			+	*	+
Queens C		+	+		
Salem C		+	+		
Winston-Salem St C			+		+
NORTH DAKOTA					
Mayville St C		+	+		
OHIO					
Central St C			+		+
Heidelburg C		+	+		
Hiram C		+	+		
Western C for Women		+	+		
OKLAHOMA					
Bethany Nazarene C	+		+		
Northeastern St C	+		+		

	1	2	3	4	5
OKLAHOMA (cont'd)					
Northwestern St C			+	+	
Okla. C for Women		+	+		
Panhandle A & M C		+	+	*	
OREGON					
Eastern Oregon C			+	+	
Marylhurst C		+	+		
Pacific U		+	+		
PENNSYLVANIA					
Albright C		+	+		
Chestnut Hill C		+	+		
Cheyney St C			+		+
C Misericodia	+		+		
Elizabethtown C	+		+		
Immaculata		+	+		
Juniata C		+	+		
Lebanon Valley C		+	+		
Moravian C		+	+		
Mt. Mercy C		+	+		
Pa. Military C	+		+		
Rosemont C		+	+	*	
Seton Hill C		+	+		
Waynesburg C		+	+		
PUERTO RICO					
Catholic U of P R	+		+		
RHODE ISLAND					
Bryant C	+		+		
Rhode Island C	+		+		
SOUTH CAROLINA					
Presbyterian C		+	+		
S C St C			+		+
TENNESSEE					
Maryville C		+	+		
U Tenn Martin Res E Ext	+		+	*	

	1	2	3	4	5
TEXAS			+	+	
McMurry C			+	+	
Midwestern U	+		+		
Pan American C			+		+
Prairie View A & M C	+		+		
St. Mary's U			+		+
Texas Southern U					
UTAH			+	+	
Norwich U					
VIRGINIA			+		+
Hampton Institute		+	+		
Lynchburg C		+	+		
Mary Baldwin C					
WEST VIRGINIA	+		+		
Morris Harvey C	+		+		
Shepherd C	+		+		
West Liberty St C	+		+		
West Va Inst of Tech			+		+
West Va St C		+	+		
Wheeling C					
WISCONSIN		+	+		
Carthage C		+	+		
Mount Mary C	+		+	*	
St. Norbert C	+		+		
Wis. St U Platteville					

	1	2	3	4	5
COLLEGES WITH THREE DANGER SIGNS					
ALABAMA					
Athens C		+	+	+	
Huntingdon C		+	+	+	
ALASKA					
Alaska Methodist U	+	+	+		
ARKANSAS					
Ark. Agri Mech and Normal C	+		+		+
John Brown U	+	+	+		
CALIFORNIA					
Calif. Baptist C		+	+	+	
Calif. Lutheran C	+	+	+		
Calif. St C - Palos Verdes		+	+	+	
C of Notre Dame		+	+	+	
Dominican C San Rafael		+	+	+	
Golden Gate C	+		+	+	
La Verne C	+	+	+		
Pitzer C		+	+	+	
St. Albert's C	+	+	+	*	
St. John's C		+	+	+	
San Diego C for Women	+	+	+	*	
San Luis Rey C	+	+	+	*	
Stanislaus St C	+	+	+		
U of Calif. - Santa Cruz		+	+	+	
CANAL ZONE					
Canal Zone C	+	+	+	*	
COLORADO					
Colorado Woman's C	+	+	+		
Loretto Heights C	+	+	+		
Regis C	+	+	+		
CONNECTICUT					
Danbury St C	+	+	+	*	
New Haven C	+	+	+		
Quinnipiac C	+		+	+	

* Information Missing

	1	2	3	4	5
FLORIDA					
Barry C	+	+	+		
GEORGIA					
Atlanta U		+	+		+
Augusta C	+		+	+	
Berry C	+	+	+		
Brenau C	+	+	+		
Gordon Military C	+	+	+		
Savannah St C	+		+		+
ILLINOIS					
C of St. Francis		+	+	+	
Illinois C		+	+	+	
Lewis C	+	+	+		
Maryknoll Sem	+	+	+	*	
National C of Education	+	+	+		
St. Procopius C		+	+	+	
INDIANA					
Concordia Senior C	+	+	+		
Indiana Central C	+	+	+		
St. Francis C	+	+	+		
St. Mary of the Woods C		+	+	+	
IOWA					
Buena Vista C	+	+	+		
Graceland C	+	+	+		
Iowa Wesleyan C	+	+	+		
Upper Iowa U		+	+	+	
KANSAS					
Baker U		+	+	+	
Mt. St. Scholastica C		+	+	+	
Ottawa U	+	+	+		
St. Mary C		+	+	+	
Southwestern C	+	+	+		
Sterling C		+	+	+	
KENTUCKY					
Bellarmine C	+		+	+	
Campbellsville C	+		+	+	

	1	2	3	4	5
KENTUCKY (cont'd)					
Cumberland C	+		+	+	
Nazareth C of Kentucky	+	+	+	*	
LOUISIANA					
Dillard U		+	+		+
Louisiana C	+		+	+	
Xavier U		+	+		+
MAINE					
Nasson C	+	+	+		
MARYLAND					
C of Notre Dame		+	+	+	
MASSACHUSETTS					
Babson Inst of Business Adm	+	+	+		
Eastern Nazarene C	+	+	+		
Emerson C	+	+	+		
Lesley C	+	+	+		
St C at Bridgewater	+		+	+	
St C at Westfield	+		+	+	
Worcester St C	+		+	+	
MICHIGAN					
Adrian C	+	+	+		
Aquinas C	+		+	+	
Duns Scotus C	+	+	+	*	
Hillsdale C	+	+	+		
Mercy C of Detroit	+	+	+		
Siena Heights C		+	+	+	
MISSISSIPPI					
Jackson St C	+		+		+
MISSOURI					
Drury C	+	+	+		
Fontbonne C	+	+	+		
Lindenwood C	+	+	+		
Maryville C Sacred Heart	+	+	+	*	
School of the Ozarks	+	+	+		
Webster C	+	+	+		

	1	2	3	4	5
MONTANA					
C of Great Falls	+		+	+	
Northern Montana C	+	+	+		
NEBRASKA					
Concordia Teachers C	+	+	+		
Dana C	+	+	+		
Duchesne C of Sacred Heart	+	+	+	*	
Midland Lutheran C	+	+	+		
Peru St C		+	+	+	
NEW HAMPSHIRE					
St. Anselms C	+		+	+	
U of N H - Keene St C	+	+	+		
U of N H - Plymouth St C	+	+	+		
NEW JERSEY					
Bloomfield C	+	+	+		
C of St. Elizabeth	+	+	+	*	
NEW YORK					
Bank Street C of Education	+	+	+		
Briarcliff C	+	+	+		
Cazenovia C	+	+	+		
C of Mt. St. Vincent	+	+	+		
Marymount C		+	+	+	
Mary Rogers C	+	+	+	*	
Mt. St. Joseph C	+	+	+	*	
	+	+	+		
Rosary Hill C	+	+	+		
NORTH CAROLINA					
Belmont Abbey C		+	+	+	
Elizabeth City St C	+		+		+
Fayetteville St C	+		+		+
Greensboro C	+	+	+		
Meredith C	+	+	+		
Pembroke St C	+	+	+	*	
Pfeiffer C	+	+	+		
St. Andrews Presbyterian C	+	+	+		
Valley City St C	+	+	+		

	1	2	3	4	5
OHIO					
Ashland C	+	+	+		
Barromeo Sem. of Ohio	+	+	+	*	
Cleveland C	+		+	+	
C of Mt. St. Joseph-on-the-Ohio	+	+	+	*	
Defiance C	+	+	+		
Findlay C	+	+	+		
Lake Erie C	+	+	+		
Mary Manse C	+	+	+	*	
Our Lady of Cincinnati C	+		+	+	
St. John C of Cleveland	+	+	+		
Ursuline C	+	+	+	*	
Wilmington C	+	+	+		
OREGON					
Oregon Technical Institute	+	+	+	*	
PENNSYLVANIA					
Acad. of the New Church		+	+	+	
Beaver C	+	+	+		
Lincoln U		+	+		+
Susquehanna U	+	+	+		
Thiel C	+	+	+		
SOUTH CAROLINA					
Columbia C	+	+	+		
Erskine C	+	+	+		
SOUTH DAKOTA					
Yankton C		+	+	+	
TENNESSEE					
Fisk U		+	+		+
Milligan C	+	+	+	*	
TEXAS					
Lee C	+		+	+	
St. Edwards U	+	+	+		
Tarleton St C	+		+	+	
Texas Lutheran C	+	+	+		
Texas Wesleyan C	+		+	+	
Wayland Baptist C	+	+	+		

	1	2	3	4	5
VERMONT					
Goddard C	+	+	+		
WASHINGTON					
Columbia Basin C	+		+	+	
Ft. Wright C Holy Names		+	+	+	
WEST VIRGINIA					
Concord C	+		+	+	
Davis and Elkins C	+	+	+		
Salem C	+	+	+		
WISCONSIN					
Holy Family C	+	+	+	*	
Milton C	+	+	+	*	

COLLEGES WITH FOUR DANGER SIGNS

	1	2	3	4	5
ALABAMA					
Judson C	+	+	+	+	
Oakwood C	+	+	+		+
St. Bernard C	+	+	+	+	
Talladega C	+	+	+		+
ALASKA					
Ketchikan Comm. C	+	+	+	+	
Sitka Comm. C	+	+	+	+	
ARIZONA					
Grand Canyon C	+	+	+	+	
ARKANSAS					
C of the Ozarks	+	+	+	+	
CALIFORNIA					
Azusa Pacific C	+	+	+	+	
Biola C	+	+	+	+	
Marymount C	+	+	+	+	
Menlo C	+	+	+	+	
Monterey Inst. Foreign Students	+	+	+	+	
Pacific C at Fresno	+	+	+	+	
Pacific Oaks C	+	+	+	+	
St. Joseph C of Orange	+	+	+	+	
Southern Calif. C	+	+	+	+	
COLORADO					
Fort Lewis C	+	+	+	+	
CONNECTICUT					
Albertus Magnus C	+	+	+	+	
St. Joseph C	+	+	+	+	
Willimantic St C	+	+	+	+	
DISTRICT OF COLUMBIA					
D C Teachers C		+	+	+	+
Dunbarton C Holy Cross	+	+	+	+	

* Information Missing

	1	2	3	4	5
FLORIDA					
Bethune Cookman C	+	+	+		+
Florida Memorial C	+	+	+	+	
GEORGIA					
Albany St C	+	+	+		+
Andrew C	+	+	+	+	
Armstrong St C of Savannah	+	+	+	+	
Clark C		+	+	+	+
Columbus C	+	+	+	+	
Georgia Southwestern C	+	+	+	+	
La Grange C	+	+	+	+	
Morehouse C	+	+	+		+
Morris Brown C	+	+	+		+
Norman C	+	+	+	+	
Shorter C	+	+	+	+	
Spelman C	+	+	+		+
Tift C	+	+	+	+	
Valdosta St C	+	+	+	+	
GUAM					
C of Guam	+	+	+	+	
HAWAII					
Chaminade C of Honolulu	+	+	+	+	
Church C of Hawaii	+	+	+	+	
IDAHO					
Northwest Nazarene C	+	+	+	+	
ILLINOIS					
Aurora C	+	+	+	+	
Barat C of Sacred Heart	+	+	+	+	
Blackburn C	+	+	+	+	
Eureka C	+	+	+	+	
George William C	+	+	+	+	
McKendree C	+	+	+	+	
Shimer C	+	+	+	+	
INDIANA					
Huntington C	+	+	+	+	
Marian C of Indianapolis	+	+	+	+	
Marion C	+	+	+	+	

	1	2	3	4	5
IOWA					
Briar Cliff C	+	+	+	+	
Mount Mercy C	+	+	+	+	
Muscatine Comm. C	+	+	+	+	
Northwestern C	+	+	+	+	
St. Ambrose C	+	+	+	+	
William Penn C	+	+	+	+	
KANSAS					
Bethany C	+	+	+	+	
Bethel C	+	+	+	+	
C of Emporia	+	+	+	+	
Friends U	+	+	+	+	
Kansas Wesleyan U	+	+	+	+	
Marymount C	+	+	+	+	
McPherson C	+	+	+	+	
Sacred Heart C	+	+	+	+	
St. Mary of the Plains C	+	+	+	+	
KENTUCKY					
Brescia C	+	+	+	+	
Kentucky St C	+	+	+		+
Kentucky Wesleyan C	+	+	+	+	
Pikeville C	+	+	+	+	
Union C	+	+	+	+	
Ursuline C	+	+	+	+	
Villa Madonna C	+	+	+	+	
LOUISIANA					
St. Mary's Dominican C	+	+	+	+	
MAINE					
Farmington St C	+	+	+	+	
Gorham St C	+	+	+	+	
St. Joseph's C	+	+	+	+	
MARYLAND					
Maryland St C	+	+	+		+
Mt. St. Agnes C	+	+	+	+	
St. Joseph C	+	+	+	+	
Salisbury St C	+	+	+	+	
U of Maryland St C	+	+	+		+

	1	2	3	4	5
MASSACHUSETTS					
Anna Maria C for Women	+	+	+	+	
C of Our Lady of Elms	+	+	+	+	
St C at Fitchburg	+	+	+	+	
St C at Framingham	+	+	+	+	
St C at Lowell	+	+	+	+	
St C at North Adams	+	+	+	+	
Wheelock C	+	+	+	+	
MICHIGAN					
Madonna C	+	+	+	+	
Nazareth C	+	+	+	+	
Olivet C	+	+	+	+	
Sacred Heart Sem.	+	+	+	+	
Spring Arbor C	+	+	+	+	
MINNESOTA					
C of St. Benedict	+	+	+	+	
C of St. Scholastica	+	+	+	+	
Northwestern C	+	+	+	+	
MISSISSIPPI					
Blue Mountain C	+	+	+	+	
William Carey C	+	+	+	+	
MISSOURI					
Avila C	+	+	+	+	
Cardinal Glennon C	+	+	+	+	
MONTANA					
Rocky Mountain C	+	+	+	+	
Western Montana C of Edu	+	+	+	+	
NEBRASKA					
C of St. Mary	+	+	+	+	
Doane C	+	+	+	+	
NEW HAMPSHIRE					
Mt. St. Mary C	+	+	+	+	
Rivier C	+	+	+	+	

	1	2	3	4	5
NEW JERSEY					
Caldwell C for Women	+	+	+	+	
Georgian Court C	+	+	+	+	
NEW MEXICO					
C St. Joseph Rio Grande	+	+	+	+	
NEW YORK					
Bellarmine C	+	+	+	+	
Good Counsel C	+	+	+	+	
The Kings College	+	+	+	+	
Ladycliff C	+	+	+	+	
Marymount Manhattan C	+	+	+	+	
Mills C of Education	+	+	+	+	
Notre Dame C Staten Island	+	+	+	+	
Roberts Wesleyan C	+	+	+	+	
St. John Fisher C, Inc.	+	+	+	+	
St. Joseph's C for Women	+	+	+	+	
NORTH CAROLINA					
Asheville-Biltmore C	+	+	+	+	
Bennett C	+	+	+		+
Gardner Webb C	+	+	+	+	
Methodist C	+	+	+	+	
St. Augustine's C	+		+	+	+
Shaw U	+	+	+		+
Wilmington C	+	+	+	+	
NORTH DAKOTA					
Dickinson St C	+	+	+	+	
Jamestown C	+	+	+	+	
OHIO					
Bluffton C	+	+	+	+	
C of St. Mary of Springs	+	+	+	+	
C of Steubenville	+	+	+	+	
Malone C	+	+	+	+	
Notre Dame C	+	+	+	+	
Ohio C of Applied Science	+	+	+	+	
Walsh C	+	+	+	+	
OKLAHOMA					
Langston U		+	+	+	+

	1	2	3	4	5
OREGON					
Cascade C	+	+	+	+	
George Fox C	+	+	+	+	
Mt. Angel C	+	+	+	+	
Warner Pacific C	+	+	+	+	
PENNSYLVANIA					
Alliance C	+	+	+	+	
Cabrini C	+	+	+	+	
Cedar Crest C	+	+	+	+	
Delaware Valley C of Sci and Agri	+	+	+	+	
Eastern Baptist C	+	+	+	+	
Gwynedd-Mercy C	+	+	+	+	
Holy Family C	+	+	+	+	
Mercyhurst C	+	+	+	+	
Messiah C	+	+	+	+	
Villa Maria C	+	+	+	+	
PUERTO RICO					
C of the Sacred Heart	+	+	+	+	
RHODE ISLAND					
Barrington C	+	+	+	+	
Salve Regina C	+	+	+	+	
SOUTH CAROLINA					
Benedict C	+	*	+	+	+
Central Wesleyan C	+	+	+	+	
Coker C	+	+	+	+	
Converse C	+	+	+	+	
Lander C	+	+	+	+	
Limestone C	+	+	+	+	
Newberry C	+	+	+	+	
SOUTH DAKOTA					
Dakota Wesleyan U	+	+	+	+	
Gen Beadle St C	+	+	+	+	
Huron C	+	+	+	+	
Mt. Marty C	+	+	+	+	
Sioux Falls C	+	+	+	+	
Southern St C	+	+	+	+	

	1	2	3	4	5
TENNESSEE					
Belmont C	+	+	+	+	
Bethel C	+	+	+	+	
Christian Brothers C	+	+	+	+	
Cumberland C of Tennessee	+	+	+	+	
King C	+	+	+	+	
Knoxville C	+	+	+		+
Lambuth C	+	+	+	+	
Lee C	+	+	+	+	
Siena C	+	+	+	+	
Southern Missionary C	+	+	+	+	
Tenn. Wesleyan C	+	+	+	+	
Trevecca Nazarene C	+	+	+	+	
Tusculum C	+	+	+	+	
Union U	+	+	+	+	
TEXAS					
Clarendon C	+	+	+	+	
Decatur Baptist C	+	+	+	+	
East Texas Baptist C	+	+	+	+	
Fort Worth Christian C	+	+	+	+	
Houston Baptist C	+	+	+	+	
Mary Hardin Bayler C	+	+	+	+	
Sacred Heart Dominican C	+	+	+	+	
U of Dallas	+	+	+	+	
U of St. Thomas	+	+	+	+	
UTAH					
Westminster C	+	+	+	+	
VERMONT					
Castleton St C	+	+	+	+	
Johnson St C	+	+	+	+	
Sudbury C	+	+	+	+	
Trinity C	+	+	+	+	
VIRGINIA					
Eastern Mennonite C	+	+	+	+	
St. Paul's C	+	+	+	+	
Virginia Intermont C	+	+	+	+	
Virginia Union U	+		+	+	+

	1	2	3	4	5
WASHINGTON					
St. Martin's C	+	+	+	+	
WEST VIRGINIA					
Alderson Broaddus C	+	+	+	+	
Glenville St C	+	+	+	+	
Potomac St C of West Va.	+	+	+	+	
WISCONSIN					
Cardinal Stritch C	+	+	+	+	
Dominican C	+	+	+	+	
Edgewood C Sacred Heart	+	+	+	+	
Juneau Co Teachers C	+	+	+	+	
Lakeland C	+	+	+	+	
Langlade Co Teachers C	+	+	+	+	
Marian C of Fond du Lac	+	+	+	+	
Northland C	+	+	+	+	
Viterbo C	+	+	+	+	

	1	2	3	4	5
COLLEGES WITH FIVE DANGER SIGNS					
ALABAMA					
Stillman C	+	+	+	+	+
ARKANSAS					
Philander Smith C	+	+	+	+	+
GEORGIA					
Paine C	+	+	+	+	+
MARYLAND					
Bowie St C	+	+	+	+	+
Coppin St C	+	+	+	+	+
MISSISSIPPI					
Tougaloo C	+	+	+	+	+
NORTH CAROLINA					
Barber-Scotia C	+	+	+	+	+
Livingstone C	+	+	+	+	+
OHIO					
Wilberforce U	+	+	+	+	+
SOUTH CAROLINA					
Claflin C	+	+	+	+	+
TENNESSEE					
Lane C	+	+	+	+	+
Le Moyne C	+	+	+	+	+
TEXAS					
Bishop C	+	+	+	+	+
Huston-Tillotson C	+	+	+	+	+
Wiley C	+	+	+	+	+
WEST VIRGINIA					
Bluefield St C	+	+	+	+	+

APPENDIX III. Part 6

Group V. INELIGIBLE INSTITUTIONS OR ESTABLISHED SINCE 1960

STATE Institution	College 1	University 2	Liberal Arts 3	Teachers Education 4	Title III Grant 5	Established After 1960 6
ALABAMA						
Ala. St. C				+		
Miles C			+			
Mobile C	+					
St. Charles C Division	+					
Selma U		+				
U of South Ala.		+				
ALASKA						
Anchorage Comm. C	+					
Kenai Comm. C						+
ARKANSAS						
Ark. Baptist C			+			
CALIFORNIA						
Alma C	+					
Ambassador C	+					
Calif. Maritime Acad.	+					
C of Our Lady of Mercy			+			
Columbia C of Chicago			+			
Highland C	+					
Holy Family C	+					
Lincoln U		+				
Los Angeles Baptist C	+					
Metropolitan U		+				
Pacific Coast U		+				
Queen of The Holy Rosary C	+					
U of the Seven Seas						+
Western U		+				
Williams C	+					
Zweegman Sch for Med. Sec'ies	+					

	1	2	3	4	5	6
COLORADO						
Belleview C			+			
Yampa Valley C						+
CONNECTICUT						
C of Notre Dame of Wilton			+			
Diocesan Sisters C	+					
Hartford Sem Foundation				+		
Hillyer C	+					
Mt. Sacred Heart C			+			
Sacred Heart U						+
St. Alphonsus						+
St. Basil's C			+			
Seat of Wisdom C	+					
U of Conn. at Stanford		+				
DISTRICT OF COLUMBIA						
Catholic Sisters C of Catholic U of America	+					
De La Salle C of Catholic U of America	+					
Southeastern U		+				
FLORIDA						
Fla. Atlantic U						+
Fla. Presbyterian C			+		+	
Galilean C	+					
New C						+
St. Joseph C of Fla.			+			
St. Leo C			+			
U of South Fla.						+
GEORGIA						
John Marshall U		+				
Piedmont C	+					
HAWAII						
Honolulu Christian C	+					
Jackson C			+			
IDAHO						
Magic Valley Christian C	+					
ILLINOIS						
C of Jewish Studies				+		
Columbia C	+					
DeLourdes C	+					
Immaculata C			+			

	1	2	3	4	5	6
ILLINOIS (Continued)						
Jewish U of America			+			
Judson C			+			
Meadville Theo. Sch of Lombard C				+		
North Park C & Theo. Sem.	+					
Pestalozzi-Froebel Tchrs C				+		
St. Dominic C			+			
Valentine C	+					
Vandercook C of Music				+		
INDIANA						
Bethel C	+				+	
Frankfort Pilgrim C	+					
Grace Theo. C & Sem.			+			
Oakland City C			+			
St. Benedict's C	+					
Tri-State C	+				+	
IOWA						
Dordt C			+			
KENTUCKY						
Kentucky Southern C			+			
KANSAS						
Tabor C	+					
LOUISIANA						
Leland C	+					
La. St U at Alexandria		+				
La. St U in New Orleans		+				
Our Lady of Holy Cross C	+					
Soule C Inc.	+					
MAINE						
Aroostook St Tchrs C				+		
Ft. Kent St Tchrs C				+		
Ricker C			+			
St. Francis C	+					
Thomas C	+					
Washington St Tchrs C				+		
MARYLAND						
Baltimore Hebrew C	+					
Eastern C	+					

	1	2	3	4	5	6
MASSACHUSETTS						
Cardinal Cushing C			+			
Curry C			+			
Hebrew Tchrs C				+		
Mt. Alvernia C			+			
Nichols C	+					
Perry Normal Sch				+		
Regina Coeli C	+					
Sacred Heart Tchr Training Sch				+		
St. Gabriels Tchrs Inst				+		
Western New England C	+					
MICHIGAN						
Detroit C of Bus	+					
Grand Valley St C						+
Merrill Palmer Inst	+					
Michigan Christian C	+					
Michigan Lutheran C	+					
Owosso C	+					
Sacred Heart Novitiate			+			
St. Mary's C			+			
MINNESOTA						
Dr. Martin Luther C	+					
MISSISSIPPI						
Miss. Industrial C	+					
Miss. Valley St C	Tc				+	
Rust C	+				+	
Whitworth C			+			
MISSOURI						
Evangel C	+					
NEW HAMPSHIRE						
Belknap C						+
Nath. Hawthorne C						+
New England C	+				+	
Notre Dame C	+					
NEW JERSEY						
Alma White C	+					
Don Bosco C			+			
Shelton C			+			
NEW MEXICO						
St. John's C						+
St. Michael's C	+					

	1	2	3	4	5	6
NEW YORK						
Dominican C of Blavelt	+					
Mercy C			+		+	
Mt. St. Mary C			+			
St. Thomas Aquinas C	+					
NORTH CAROLINA						
N. Car. Wesleyan C			+			
NORTH DAKOTA						
Mary C	+					
St Tchrs C at Ellendale				+		
OHIO						
Cedarville C	+					
Rio Grande C	+					
St. Paul C	+					
OKLAHOMA						
Benedictine Heights C	+					
Okla. Christian C	+				+	
OREGON						
Columbia Christian C			+			
St. Francis Xavier	+					
Umpqua C						+
PENNSYLVANIA						
Alvernia			+			
Gratz C-Hebrew Educ Society	+					
LaRoche C	+					
Lock Haven St C				+		
RHODE ISLAND						
Catholic Tchrs C				+		
SOUTH CAROLINA						
Allen U		+			+	
Bob Jones U		+				
Morris C			+			
TENNESSEE						
Covenant C			+			
Steed C	+					
Tenn. Temple C			+			
Wm. Jennings Bryan C	+					

	1	2	3	4	5	6
TEXAS						
Butler C	+					
Jarvis Christian C	+					
Le Tourneau C	+					
Paul Quinn C	+					
U of Corpus Christi			+			
VERMONT						
Lyndon St C				+		
Windham C			+		+	
WASHINGTON						
N. W. C of the Assemblies of God			+			
WISCONSIN						
Buffalo Co. Tchrs. C				+		
Dodge Co. Tchrs. C				+		
Door-Kewaunee Co. Tchrs. C				+		
Lincoln Co. Tchrs. C				+		
Manitowoc Co. Tchrs. C				+		
Northwestern C	+					
Outagamie Co. Tchrs. C	+					
Polk Co. Tchrs. C				+		
Racine-Kenosha Co. Tchrs. C				+		
Richland Co. Tchrs. C				+		
St. Francis C			+			
Sauk Co. Tchrs. C				+		
Sheboygan Co. Tchrs. C				+		
Taylor Co. Tchrs. C				+		
Waushara Co. Tchrs. C				+		
Wood Co. Tchrs. C	+					

APPENDIX IV

FOUNDATION INVOLVEMENT IN PROGRAMS FOR INTERINSTITUTIONAL COOPERATION AND EXPANDED OPPORTUNITIES (1930-1965)

Year	Foundation	Grant Recipients	Amount of Grant	Program Description
1930				Gunnar Myrdal, An American Dilemma, major study of the American Negro.
1949	Carnegie			Established a Midwest inter-library center.
1955	Carnegie	Duke University		Established the Commonwealth Studies center.
1958	Carnegie	Univ. of Michigan		Established a graduate center to train scholars headed for administrative positions.
1959	Ford	Law Schools of: Harvard, Stanford, U of Michigan, and Chuo, Kero, Kyoto, Tohoku, Tokyo, and Wasada Univs. in Japan	$398,000	Eight-year program in legal research and cooperative training center.
	Ford	Columbia Univ., U of Michigan, and U of Istanbul	$368,000	Five-year program in advanced international legal studies.
	Ford	U of California-Berkeley and U of Cologne in Germany	$276,000	Exchange in legal research and training.
1960	Fund for the Advancement of Education	Earlham College	$5,000	Educational advancement and administration efficiency.
	Field	Southern Regional Council, Atlanta	$75,000	Printing materials on the South.

Year	Foundation	Grant Recipients	Am't of Grant	Program Description
1960	Field	Southern Regional Council, Atlanta	$25,000	Study changes developing from protest movement.
	Field	Florida State Univ. Institute of Social Research	$25,000	Experiment to determine real communication between Negro and white leaders.
	Field	Morehouse College	$25,000	Scholarships
	Rockefeller	Boston Univ., Queens College, Univ. of St. Andrew (Scotland)	$2,000	Expense of consultants for planning a co-operative program of research in medical care.
	Rockefeller	Marquette Univ., Univ. of Budapest, Hungary	$4,250	Exchange program between School of Medicine and Dept. of Research(Budapest).
	Rockefeller	Duke University Emory University Tulane University Vanderbilt Univ.	$250,000 (per university)	Student aid, designed to advance equality and educational opportunity.
	Carnegie		$50,000 (Total: $75,000)	Study of relationships of federal government with higher education.
	Carnegie	Columbia Univ.	$75,000 (Total:$150,000)	Cooperative program for teachers college in Afro-Anglo America.
	Carnegie	CIC	$47,000 (Total:$94,000)	Educational studies.
	Carnegie	WICHE	$36,000	Plans and preparation for increased college enrollment.
	Alfred P Sloan	Assoc. Colleges of the Midwest	$10,000	Argonne Semester Program.

Year	Foundation	Grant Recipients	Am't of Grant	Program Description
1960	Field	Atlanta University	$50,000	Strengthening resources toward Ph.D. offering.
	Field	Morehouse College Spelman College	$25,000 (per institution)	Strengthening teaching programs.
	Ford	12 Great Lakes Liberal Arts Colls.		Planning conference for the development of a Great Lakes Association.
	Ford	CIC	$2,500,000	Far Eastern Language Institute.
	Ford	Univ. of Michigan, Albion, Alma, Calvin, Hope, Kalamazoo Colleges		Recruit and train teachers for liberal arts colleges.
	Ford	Cornell Univ., Syracuse Univ.,Univ of Buffalo, Univ. of Rochester	$1,844,000	Inter-university program to train secondary school teachers.
	Ford	ACE	$4,750,000	Five-year project to train administrators.
	Ford	Univ. of Texas, Tillotson, and St. Edwards Univ.		Cooperation with the USOE to set up microwave network and instruction.
	Ford	13 Negro Institutes	$13,000,000	Institutional development (excluding equipment and building).
	National Sci. Foundation	Kansas St. Univ., Utah St. Univ., Univ. of Wyoming, Iowa St. Univ.		Institute for college teachers in statistics
	Nat'l. Sch. serv. for Negro Schools	Dartmouth Col.		Pre-college summer for underprivileged-Negro.

Year	Foundation	Grant Recipients	Am't of Grant	Program Description
1961	Charles F. Kettering	U of Illinois U of Colorado		Instruction exchange.
1962	Danforth	Bennett C., Briarcliff C, Sarah Lawrence, Vassar	$3,500	Cooperative program concerning undergraduate mores.
	Danforth	Tougaloo Southern Christian C	$6,500	Remedial reading program.
	Fund for the Advancement of Education	Tougaloo Southern Christian C	$240,000	Two-year grant to support selected activities to strengthen college programs.
	Fund for the Advancement of Education	Texas Southern U	$400,000	Two-year grant to strengthen the university's programs.
	Fund for the Advancement of Education	Stephens C	$58,400	Improvement of opportunities for Negroes.
	Fund for the Advancement of Education	New England Board of Higher Educ.	$3,200	Investigation of college management programs in groups of cooperating colleges
	Fund for the Advancement of Education	Brown U Tougaloo C	$2,733	Cooperative survey of the Tougaloo programs by faculty of both institutions.
	Fund for the Advancement of Education	Columbia U Conference	$2,500	Encourage cooperative arrangements among small colleges to solve problems of curriculum and finances.
	Fund for the Advancement of Education	Council for the Advancement of Small Colleges	$4,837	

Year	Foundation	Grant Recipients	Am't of Grant	Program Description
1962	Fund for the Advancement of Education	Univ. of Montana Higher Education System	$3,950	Review of physical plant data for six colleges and recommendations for optimum utilization.
	Field	Jackson State C.	$15,000	One-year highschool enrichment program.
	Field	Morehouse College Spelman College	$25,000	Scholarship assistance for 10 students.
	Field	Tougaloo Southern Christian College	$5,000	Enrichment of the social science program.
	Carnegie	Fisk University	$10,000	Fellowship program.
	Carnegie	American Council on Education	$100,000 (Total:$500,000)	Facilitate reorganization and strengthen new program.
	Carnegie	Columbia Univ.	(Cont. of early grant)	Cooperative program for teachers college in Afro-Anglo America
	Carnegie	Univ. of Michigan	$360,000	Development of a Center for Study of Higher Education.
	Alfred P. Sloan	National Medical Fellowship, inc.	$600 to $2,200 per studnet per year	Financial assistance for Negro medical students.
	Rockefeller	7 colleges in Arkansas	$21,000	Instruction and Library growth.
	W. K. Kellogg	17 Negro Colleges	$170,000	Instruction
1963	Field	Dillard Univ.	$6,000	To study discrimination in police arrests.
	Field	American Missionary Association	$10,000	To study the influence of student demonstrations on southern Negro colleges.

Year	Foundation	Grant Recipients	m't of Grant	Program Description
1963	Field	Tougaloo, Oberlin, Earlham, Univ. of Minn., Swarthmore, Beloit, Amherst, U. of Denver, Lawrence	$20,500	Exchange of students from northern colleges to participate in the Tougaloo social science program.
	Field	Tougaloo College	$15,000	Internship program in practical citizenship.
	Field	Miles College	$16,000	Internship program in citizenship education.
	Field	Miles College	$15,000	Strengthen the faculty.
	Field	Jackson State Col.	$15,000	Educational enrichment.
	Field	Allen Univ., Benedict C., Chaflin C. Morris C., Savannah St. C., Stillman C.	$,500 to each	Lecture series.
	Field	Morehouse Col. Spelman Col.	$25,000 (o each insti.)	Scholarships and to strengthen faculty.
	Rockefeller	Woodrow Wilson Fellowship Program	$405,000	Expand internship program to help Negro institutes in the South.
	Area Redevelopment Adminis tration	Concord College'	$71,750	Funds for center of economic development in West Virginia.
	Johnson	Associated Colleges of the Midwest		Assist visiting scholars to go to member colleges.
	OEO	Tuskegee Institute		College instructor work with high school students in Alabama for summer.
	Rockefeller	Arkansas Foundation of Assoc. Colleges	$3,000	Funding for each library for additional books for inter-library loan program.
	Rockefeller	Princeton Univ.	$150,000	Pre-college program for underprivileged boys.

Year	Foundation	Grant Recipient	Am't of Grant	Description of Program
1963	James	Tuskegee Inst.	$40,000	Current education work.
	James	Hampton Inst.	$75,000	Current education work.
	James	Hampton Inst.	$16,000	Summer seminar program for high school grads.
	Fund for Advancement of Education	Emory	$9,000	To employ a consultant to investigate the use of programmed instruction at Allen Univ., Morris Brown C., Wilberforce Univ., Rio Grande, and Wilmington C.
	Fund for the Advancement of Education	Stephens C.	$58,000	Development of phone courses.
	Fund for the Advancement of Education	Texas Southern U	$400,000	Strengthen selected programs.
	Fund for the Advancement of Education	Stetson Univ.	$24,000	Funding for summer school program for Negro high school teachers on advanced placement programs.
	Fund for the Advancement of Education	Dillard Univ.	$15,000	Develop long-range approach to program development along with the high schools.
	Ford	George Peabody C. Fisk, Vanderbil	$500,000	Instruction enrichment.
	Ford	Southern Assoc. of Colleges and Scs.	$150,000	Public Service.
	Ford	Univ. of N. Ca., other liberal arts colleges in N.C, S.C., and Virg.	$400,000	Instruction programs.

Year	Foundation	Grant Recipient	Am't. of Grant	Program Description
1963	Ford	Duke Univ., lib. arts colleges in N.C., S.C., Virg	$400,000	Instruction program.
	Ford	Atlanta Univ. Ctr.	$3000,000	Instruction and administration.
	Ford	United Negro Col. Fund	$5000,000	For Capital and campaigning.
	Field	Tougaloo College	$4,500	Scholarships for civil rights workers.
	Rockefeller	Atlanta Univ., Emory, Columbia U.	$275,000	Instruction.
	Rockefeller	United Negro Col. Fund	$2500,000	Instruction programs at Negro high schools and colleges; campaign development,etc.
	Rockefeller	Atlanta Univ. Ctr.	$1000,000	Faculty instruction
	Rockefeller	Atlanta Univ. Ctr.	$250,000	Instruction and library facilities.
	Rockefeller	Morehouse College Spelman College	$225,000	Instruction.
	Stern Family	United Negro Col. Fund	$60,000	General Purposes.
	W. K. Kellogg	Leharry Medical C.	$10,000	Administration.
1964	Danforth	Alderson-Broaddus	$3,000	Faculty enrichment.
	Danforth	Assoc. Mid-Florida Colleges	$33,200	Aid in cooperative curriculum programs
	Danforth	Carson-Newman C	$5,000	Faculty enrichment.
	Danforth	Emory and Henry C.	$5,300	Faculty enrichment.
	Danforth	King College	$4,350	Faculty enrichment.

Year	Foundation	Grant Recipients	Am't of Grant	Description of Program
1964	Danforth	Knoxville College	$4,350	Faculty enrichment
	Danforth	N.Y. State Educ. Dept., Brooklyn C., Colgate U., Cornell U., St. U. C. at Fredonia, Vassar C.	$300,000	Cooperative program to explore new approach to the certification of teachers.
	Danforth	St. Louis - St. Louis County Jr. C.	$7,070	Development of plans to assist educationally disadvantaged.
	Danforth	Southern Assoc. of Colleges and Schs.	$450,000	Administration of programs, entrance exam board for broadening education opportunities for Negro youth in metropolitan areas.
	Danforth	United Negro College Fund	$600,000	Support needs of member Negro colleges.
	Danforth	West Virginia Found. for Independent C.	$14,000	Faculty enrichment.
	Carnegie	Carnegie Tech.		Visiting instruction - Negro history profs.
	Carnegie	Carnegie Inst.	$225,000	Summer institute in European history for southern college personnel.
	Field	Morehouse, Spelman, Princeton, Indiana U	$25,000	Faculty member assistance to incoming college students with inadequate preparation.
	Field	Miles College	$25,000	Strengthen citizenship program (education)
	Field	Tougaloo College	$40,000	Work-study project.
	Field	Univ. of California	$10,000	Faculty exchange with Negro colleges.
	Field	Tougaloo College	$20,500	Continue special tutoring in social science.
	Field	Morehouse College Spelman College	$25,000 per inst	Scholarship funds.

Year	Foundation	Grant Recipients	Am't of Grant	Program Description
1964	Field	Albany St. C. Southern Univ. Claflin College.	$25,000 per inst.	Visiting lecture program.
	Field	Tuskegee Inst.	$10,000	Support conference on the disadvantaged
	Ford	Morehouse College Spelman College	$225,000	Study program for talented high school students.
	Ford	Wayne St. Univ.	$8,500	Cooperative nursing program in Alabama and Louisiana.
	Carnegie	Bennet College	$150,000	Saturday program and advanced study for faculty members.
	Carnegie	Dillard Univ.	$150,000	Strengthen faculty in remedial program.
	Carnegie	Florida Ag. & Mech. College	$100,000	Advanced study for faculty.
	Carnegie	Hampton Inst.	$150,000	Strengthen faculty in remedial program.
	Carnegie	National Urban L.	$43,000	Educational motivation and guidance for Negro youth.
	Carnegie	Stephen Univ.	$15,000	Training program for Negro school administrators.
	Carnegie	Tougaloo College	$40,000	Advanced faculty study.
	Carnegie	Tuskegee Inst.	$350,000	Strengthen academic program.
	Carnegie	United Negro College Fund	$250,000	General purposes.
	Carnegie	Univ. of Wis., NCAT N.C. College, Tex. Southern	$300,000	Faculty exchange.
	Carnegie	Yale Univ.	$38,000	Quality talent search - Negro studies.

Year	Foundation	Grant Recipients	Am't. of Grant	Program Description
1964	Carnegie	University Center in Virginia		Improve curriculum in the arts in Virginia colleges.
	Carnegie	Antioch Col.	$10,000	Plan study of liberal arts colleges.
	Carnegie	Carnegie Institute of Technology	$53,000 (Total:$106,000)	Program for disadvantaged high school students.
	Carnegie	CIC	$30,000 (Total: $60,000)	Special projects.
	Carnegie	Columbia University	$75,000 (Total:$100,000)	Study of Negro colleges in the U.S.
	Carnegie	ESI	$241,000	Supplement materials in math and english.
	Carnegie	Knoxville Col.	$50,000 (Total:$150,000)	Improve education program.
	Carnegie	Newberry Library	$11,450 (Total:$252,250)	To aid Associated Colleges of the Midwest.
	Carnegie	United Negro Col. Fund	$260,000	Non-allocated funds for use by member colleges.
	Carnegie	Liberal Arts Colls.	$1950,000	Expand enrollment of talented Negros.
	Carnegie	Midwest Interuniv. Project	$100,000	Aid for project.
	Fund for the Advancement of Educa.	Northwestern Univ.	$1500,000	Program to recruit promising Negros.
	Field	NSA	$60,000	Improve human relations in the South.
	Fund for the Advancement of Educa.	Stephens College	$47,500	3 long distance telephone courses to other colleges.
	Old Dominion	Nat'l. Scholarship Service for Negros	$150,000	Program to seek out college potential students from the underprivileged.

Year	Foundation	Grant Recipients	Am't. of Grant	Program Description
1964	USOE	Big Ten, Univ. of Chicago, Merrill-Palmer Inst. Chic. City Jr. College		Support program of extensive research.
	USOE	12 Educ. Agencies and school systems in 6 New Eng. states and Harvard Univ.		Center for research and development in education.
	USOE	Educational Commun. Systems		Study need and feasibility of setting up lowcast electronic interconnection for for US colleges and universities.
	Rockefeller	7 Private Liberal Arts Colleges	$1950,000	Expand the enrollment of talented Negros and other minorities.
	James	Spelman College	$40,000	Purchase of new land.
	James	Morehouse College	$40,000	Purchase of new land.
	James	Tuskegee Institute	$40,000	Current education work.
	James	Hampton Institute	$70,000	Current education work.
	Fund for the Advancement of Education	Brown University	$2,733	Strengthen cooperative program with Tougaloo College.
	Fund for the Advancement of Education	Tougaloo College	$240,000	Strengthen cooperative program with Brown University.
	Fund for the Advancement of Education	Tougaloo College	$5,000	Space utilization study.
	Fund for the Advancement of Education	St. Louis Univ.	$150,000	Retrain teachers of disadvantaged students.
	Field	Howard University	$20,000	Scholarships.

Year	Foundation	Grant Recipients	Am't. of Grant	Program Description
1964	Field	Miles College	$25,000	Instruction.
	Field	Allen University	$2,500	Instruction and special lecturers.
	Field	Benedict Col.	$2,500	Instruction and special lecturers.
	Field	Morris College	$2,500	Instruction and special lecturers.
	Field	Savannah St. College	$2,500	Instruction and special lecturers.
	Field	Stillman College	$2,500	Instruction and special lecturers.
	Indiana Found.	Stillman College	$10,000	Cooperative program with Indiana Univ.
	Ford	Stillman College Indiana Univ.	$650,000	Achieve accreditation in School of Bus.
1965	Carnegie	Carnegie Inst.-Tech.	$33,725	Improve teaching of American History in Negro colleges.
	Carnegie	Cmtee. on Institutional Cooperation	$20,000 (Total: $30,000)	Special projects.
	Carnegie	Univ. of Denver	$16,000 (Total: $64,000)	Interuniversity program in international relations.
	Carnegie	Dillard Univ.	$50,000 (Total:$100,000)	Strengthen faculty in remedial program.
	Carnegie	Mass. State Col.	$14,000	Cooperative teacher training program with Educational Services Incorporated.
	Carnegie	Florida A.& M. U.	$30,000 (Total: $60,000)	Advanced study for faculty.
	Carnegie	Hampton Institute	$50,000 (Total:$100,000)	Strengthen faculty and the remedial prog.
	Carnegie	Talladega and Dartmouth College	$50,000	Faculty development.
	Carnegie	Tougaloo College	$15,000	Advanced study for faculty.

Year	Foundation	Grant Recipient	Am't. of Grant	Program Description
1965	Carnegie	Tuskegee Inst.	$100,000 (Total:$250,000)	Strengthen academic program.
	Carnegie	United Negro Col. Fund	$35,000	Study of fund raising procedures and distribution policies.
	Carnegie	U. of Wis., NCAT, N.C. Col., Tex.So.	$150,000	Faculty Exchange.
	Carnegie	Summer Institute in Mathematics	$15,000	For teachers from predominantly Negro Colls.
	Carnegie	United Negro Col. Fund	$260,000	Non-allocated and available funds for member colleges.
	Carnegie	Bennett College	$50,000 (Total:$80,000)	Support for Saturday School and advanced study for faculty.
	Carnegie	Bethune-Cookman C.		Summer institute in reading instruction.
	Carnegie	Carnegie Inst.-Tech	$5,000	Programs for disadvantaged scholars.
	Carnegie	Carnegie Inst.-Tech	$53,000	Programs for disadvantaged high schoolers.
	Carnegie	BSI	$14,996	Cooperative teacher training program in Massachusetts State colleges.
	Carnegie	Knoxville Col.	Cont. of grant.	Improvement of education program.
	Carnegie	National Urban Lg.	$43,000 (Total:$86,000)	Program of educational motivation.
	Carnegie	Univ. of Wis.	$15,000	Work with teachers from poor Nego colleges.
	Carnegie	Yale Univ.	$40,000	Southern teaching program.
	Kellogg	U of N.H., Maine, Conn., Mass, R. Isl Vermont	$1300,000	Assistance in building and developing a center for continuing education in Durham, New Hampshire.

Year	Foundation	Grant Recipients	Am't of Grant	Description of Program
1965	USOE	Friendship, Voorhee Mather, S. Carolina	$883,250	Aid for 300 students in upgrading instruction and student preparation.
	Rockefeller	Oberlin, Carleton, Grinnell, Haverford, Bryn Mawr	$15,000	Prepare graduates from predominantly Negro colleges for teaching careers.
	Rockefeller	Connecticut College	$150,000	Test plan for disadvantaged high school girls for three summer sessions.
	Hill Family	Hamline, Macalester St. Thomas, Carleton, Benedict, Knoxville, Paine, Tuskegee Inst., Xavier	$221,000	Instruction and faculty exchange.
	Hill Family	Hamline, Macalester St. Thomas, U Minn. Xavier	$30,000	Instruction and faculty exchange.
	Danforth	Assoc. Mid.Florida Colleges	$18,000	Cultural exchange.

APPENDIX V - PART 1

DISTRIBUTION OF COOPERATING AND RECIPIENT INSTITUTIONS BY MULTI-FACTOR QUALITY RANKING

	Number of Colleges	Percent	Cooperating	Percent	Recipient	Percent
High Quality	22	10.5	9	33.3	0	0
High Middle Quality	60	28.9	10	37.4	15	40.5
Low Middle Quality	107	51.9	8	29.3	22	59.5
Low in Quality	18	8.7				
	207	100.0%	27	100.0%	37	

(No data available for 2 colleges)

APPENDIX V - PART 2

QUALITY RANKING OF INSTITUTIONS

GROUP I - LOW QUALITY

Name of Institution	State	Empirical Rank	Danger Signs	1966-67 Title III	1967-68 Title III	Co-op Programs
Cumberland C	Ky.	3	5			1
State C - San Bernadino	Cal.	3				2
Friends U	Kan.	3	4		R	
State C - Boston	Mass.	2				
Minot St C	N.D.	3	1	R	R	1
Panhandle A & M C	Okla.	3	2	R	R	2
Notre Dame C	Mo.	3	2			3
Georgia Southwestern	Ga.		5			2
C of Notre Dame	Cal.	2	3		R	2
Quinnipiac C	Conn.	2	3			1
Upper Iowa C	Iowa	3	3			2
Brentwood C	N.Y.	3	3			
W. Texas St U	Texas	3	2			
Central St C	Okla.	3	3			
Black Hills St C	S.D.	3	3			
Murray St C	Ky.	3	2			
E. Texas St U	Texas	3	4			

GROUP II - LOW MIDDLE QUALITY

Name of Institution	State	Empirical Rank	Danger Signs	1966-67 Title III	1967-68 Title III	Co-op Programs
Ithaca C	N.Y.	3	1			4
Augustana C	S.D.	3	1			2
Kalamazoo C	Mich.	1				2
Dunbarton at Holy Cross C Washington	D.C.	2	4			
A & M C	Ala.	3	2			1
U at Louisville	Ky.	1				
Texas Christian U	Texas	2				High 1
Cardinal Cushing C	Mass.	4				1
U at Cincinnati	Ohio	1			2C	2
Central Wesleyan C	S.C.	3				1
Avila C	Mo.	3	4		R	1
Emerson C	Mass.	3	3			1
Boston C	Mass	2				1
So. Illinois U	Ill.	2		2C	2C	3
Iona C	N.Y.	3	1			2

GROUP II - LOW MIDDLE QUALITY

Name of Institution	State	Empirical Rank	Danger Signs	1966-67 Title III	1967-68 Title III	Co-op Programs
Niagara U	N.Y.	3	1			1
Catholic U of America	D.C.	1			C	
U of Tampa	Fla.	3	2			1
U of Nebraska	Neb.	2		9C	2C	3
Good Counsel C	N.Y.	3	4			
Loyola C	Md.	2	3		R	5
Dominican C - San Rafael	Cal.	3	3			
Concordia C - Moorhead	Minn.	3	1			2
Alliance C	Pa.	3	4			1
Notre Dame C of Staten Island	N.Y.	2	1			
Lynchburg C	Virg.	3	3		R	2
Pembroke St C	N.C.	3	3		R	1
Spellman C	Ga.	3	4	R	2R,4R	4
Brigham Young U	Utah	2				1
San Fernando Valley St C	Cal.	2				2
Our Lady of Holy Cross	La.	4				2
Bethel C	Kansas	3	4	R	R,R	2
Ferris St C	Mich.	3				2
U of Bridgeport	Conn.	2				1
Susquehanna U	Pa.	3	3			1
Canisius C	N.Y.	3	1			2
Mississippi C	Miss.	1		R		2
Agriculture & Tech C of North Carolina	N.C.	3	2	R	3R	3
Illinois Teachers C	Ill.	2				2
Kentucky St C	Ky.	2	4	R	R	
Pratt Institute	N.Y.	2				4
U of Georgia	Ga.	1		C		2
U of Akron	Ohio	2		C	C	1
Old Dominion C	Va.	3	1		R	1
U of Maine	Me.	3			C	6
Southwestern U	Texas	2				1
Union C	Ky.	3	4			
Howard C	Ala.	2				2
Regis C	Mass.	3	2			1
U of Mississippi	Miss.	2			C	2
St. Joseph's C for Women	N.Y.	3	4			
Shepherd C	W. Va.	3	2		2R	2
Claflin C	S.C.	3	5	R	R,R	1

GROUP II - LOW MIDDLE QUALITY

Name of Institution	State	Empirical Rank	Danger Signs	1966-67 Title III	1967-68 Title III	Co-op Programs
Calvin C	Mich.	1				
Athens C	Ala.	3	3			
Northwest Mo. St C	Mo.	3	2			3
Slippery Rock St C	Pa.	3	1			1
Winthrop C	S.C.	3				2
Howard Payne C	Texas	3	2			1
C of St. Rose	N.Y.	3	2			3
Olivet C	Mich.	3	4			1
La Salle C	Pa.	3				1
Johnson C. Smith C	N.C.	3	2		4R	2
Castleton St C	Vt.	3				1
Savannah St C	Ga.	3				1
Alma White C	N.J.	4				
Grand Canyon C	Ariz.	3	4			1
Wilkes C	Pa.	3	1			
St. Norbert C	Wis.	3	2			1
U of Detroit	Mich.	2				
Central Michigan U	Mich.	3	0			3
St. Peters C	N.J.	3				
Marywood C	Pa.	3	1			2
Wayne St U	Mich.	1			2C	3
Augusta C	Ga.	3	3			1
N.E. La. St C	La.	3				2
S.E. Mo. St C	Mo.	2	2			2
Annhurst C	Conn.	3	2			1
Southern C	Ga.	3	2			
Shorter C	Ga.	3	4			2
Mercyhurst C	Pa.	3	4		R	2
Trenton St C	N.J.	2	3			
Langston U	Okla.	3	4	R	R	2
Mt. Angel C	Oregon	3	4	R	R	1
San Jose St C	Cal.	2				
Adams St C	Col.	3	3			3
Delta St C	Miss.	3	2	R	R	2
Eastern Montana C Ed.	Mon.	3	2		R	1
Neb. St Teachers C Chadron	Neb.	3	2	R	2R	2
Gen. Beadle St C	S.D.	3	4		R	1
Alcorn A & M C	Miss.	3	3	R,C	R	1
U of Delaware	Del.	2				2
Emmanuel C	Mass	3	2			4
Mary Rogers C	N.Y.	3	3			1
Bethel C	Ind.	4	4	R	R	1
Northern St C	S.D.	3	1			2
Ashland	Ohio	3	3			1

GROUP II - LOW MIDDLE QUALITY

Name of Institution	State	Empirical Rank	Danger Signs	1966-67 Title III	1967-68 Title III	Co-op Programs
Lamar St C	Texas	3	0			2
Rhode Island C	R.I.	3	2			4
St. Cloud St C	Minn.	3				2
Rocky Mountain C	Mont.	3	4			1
Elmira C	N.Y.	1				2
Whitworth C	Wash.	3	1		R	1
Culver-Stockton C	Mo.	3	2			
California Lutheran C	Cal.	3	3			
Bridgewater C	Va.	1				2

GROUP III - HIGH MIDDLE QUALITY

Paine C	Ga.	3	5	R	R	2
Keuka C	N.Y.	3	1		R	2
Central Methodist C	Mo.	3	2			2
Hastings C	Neb.	2	2		R,R	
U of Toledo	Ohio	2		C	C	2
Utah St U	Utah	2				1
Marymount C	N.Y.	3	4			1
California St C - Fullerton	Cal.	2				
Manchester C	Ind.	1				
Augustana C	Ill.	1				
Belmont Abbey	N.C.	3				1
Jamestown C	N.D.	3	4	R	2R	
Morehouse C	Ga.	2	4	R	R,3R	4
Creighton U	Neb.	1		R	2C	
Catawba C	N.C.	3	2			2
Bethany C	Kansas	3	4	R		1
U of Idaho	Idaho	2				
Syracuse U	N.Y.	1				
Columbia C	S.C.	3	3		R,2R	1
Brenau C	Ga.	3	5			
Houghton C	N.Y.	2				
Huntington C	Ind.	3	4			2
Lesley C	Mass.	3				2
Mt. St. Agnes	Md.	3	4		R	4
Rollins C	Fla.	2		C		
Hope C	Mich.	1				
Wittenberg U	Ohio	3	1			4
Hanover C	Ind.	2	2			2
Presbyterian C	S.C.	3	2		2R	1
Bluffton C	Ohio	3	4	R	R	3
Loretto Heights C	Col.	3	5		R	5

GROUP III - HIGH MIDDLE QUALITY

Name of Institution	State	Empirical Rank	Danger Signs	1966-67 Title III	1967-68 Title III	Co-op Programs
Mills C of Education	N.Y.	3	4			
U of Missouri	Mo.	2				
Wilson C	Pa.	1				
Simmons C	Mass.	2				
Bethany C	W.Va.	1				1
W. Maryland	Md.	2				4
Illinois Wesleyan U	Ill.	1				1
Hasson C	Me.	2		R		1
U of the Pacific	Cal.	1			C	
Randolph Macon C	Va.	1			C	
Antioch C	Ohio	1		C	C	High
U of Wisconsin	Wis.	1			3C	2
King C	Tenn.	2	4		R,R	
Atlantic Union	Mass.	1				
Middlebury C	Vt.	1				2
U of Wyoming	Wy.	1		C		2
U of Pittsburgh	Pa.	1				1
U of Massachusetts	Mass.	2		C	C	3
Skidmore	N.Y.	2	1			2
Allegheny C	Pa.	3				1
Lincoln U	Mo.	2	2		R	2
Western C for Women	Ohio	3	2			3
Boston U	Mass.	1				4
Pitzer C	Cal.	3	3			2
Albion C	Mich.	1				1
Parsons C	Iowa	4	2		C	1
U of South California	Cal.	1				6
Washington U	Mo.	1				2
Pacific Oaks C	Cal.	3	4			

GROUP IV - HIGH QUALITY

Name of Institution	State	Empirical Rank	Danger Signs	1966-67 Title III	1967-68 Title III	Co-op Programs
Trinity U	Texas	2				2
Lehigh U	Pa.	1			2C	1
Fisk U	Tenn.	1	3			3
Dickenson C	Pa.	1				
New York U	N.Y.	1			C	16+
Reed C	Oregon	1				2
Western Reserve	Ohio	1				High
Pennsylvania St U	Pa.	1			2C	3
Beloit C	Wis.	1			C	2
Sarah Lawrence	N.Y.	1				2
Columbia U	N.Y.	1		C		13
Sweet Briar	Va.	1				2

GROUP IV - HIGH QUALITY

Name of Institution	State	Empirical Rank	Danger Signs	1966-67 Title III	1967-68 Title III	Co-op Programs
U of Pennsylvania	Pa.	1			C	4
C. of St. Thomas	Minn.	1				1
Wells C	N.Y.	1				2
Smith C	Mass.	1				2 High
						5
Emory U	Ga.	1		C		3
Stanford U	Cal.	1			C	3
Brandeis U	Mass.	1				4
Princeton U	N.J.	1		C	C	2 High
						6

APPENDIX V - PART 3

EMPIRICAL RANKING AND MULTI-FACTOR QUALITY RANKING COMPARED

EMPIRICAL RANKING

GROUP I

5 QUALITY FACTORS

Brandeis U
1 Columbia U
2 Emory U
Kalamazoo
3 New York U
4 Princeton U
Reed C
Smith
5 Stanford U
6 U of Georgia+
7 U of Penn.

4 QUALITY FACTORS

8 Antioch+
Augustana C
9 Beloit C
Dickenson
Hope C

QUALITY RANKING

GROUP I

HIGH

4 Princeton U
Brandeis U
3 Stanford U
2 Emory U
Smith C
Northwestern C
Wells C
St. Thomas C
7 U of Penn.
Sweet Briar C
1 Columbia U
Sarah Lawrence
Principia C
9 Beloit C
12 Penn St U
Western Reserve U
Reed Col
3 New York U
Dickinson C
Fisk U

REMARKS

1. '66 cooperating with Windham C, Vermont
2. Cooperating with Jacksonville St C '67, Paine C '66, Louisiana Polytechnic '67
3. '66 cooperating Virginia St C at Norfolk, '67 with Virginia st C at Norfolk
4. '66 cooperating with Lincoln U (Pennsylvania)
5. '67 cooperating with C of Notre Dame
6. '66 cooperating with Paine C
7. '66 cooperating with Morgan St
8. Cooperating with Wilberforce '66 and '67.
'67 cooperating with Loretto Heights C
9. '67 cooperating with Wilmington C, Ohio

CODE

* Geographical Isolation.
Sources of Title III participants; News Releases July 20, 1966 May 26, 1967, and April 21, 1967 Developing Colleges Program.

____ Title III Recipient. The number of underlines represents the number of grants in which the college is participating.

- - - - Title III Cooperating Institution.

GROUP I

4 QUALITY FACTORS

Middlebury
U of Missouri
10 U of Nebraska+
U of Pittsburg
U of So. Cal.
11 Wayne St U

3 QUALITY FACTORS

Albion C
Boston U
12 Penn. St U+
St. Thomas
Syracuse
13 U of Wisconsin

2 QUALITY FACTORS

Bethany C (Va.)
Boston C
Bridgewater
Calvin C
14 Catholic U of Amer.
15 Lehigh+
16 Randolph Macon C
Saint Cloud C
San Fran. St C
Sarah Lawrence
Sweet Briar
17 U of Cincinnati +
U of Idaho
U of Mississippi
Washington U
Western Reserve

1 QUALITY FACTOR

Atlantic Union
18 Creighton U+
Illinois Wesleyan
Manchester C
19 Mississippi Valley State C

GROUP I

HIGH

15 Lehigh U
Trinity U

GROUP II

HIGH MIDDLE

Pacific Oaks C
Washington U
U of So. Cal.
42 Parsons C
Albion C
Pitzer C
Boston U
Western C for Women
38 Lincoln U
Allegheny C
Skidmore C
23 U of Mass.
U of Pittsburgh
21 U of Wyoming
Middlebury C
Atlantic Union
59 King C+
13 U of Wisconsin+
8 Antioch C+
16 Randolph Macon
20 U of Pacific
25 Nasson C
Ill. Wesleyan U
Western Md. C
Bethany C
Simmons C
Wilson C
U of Missouri
Mills C of Ed.
67 Loretto Heights
54 Bluffton C+
43 Presbyterian C+
Hanover C
Wittenberg U
Hope C
26 Rollins C
64 Mt.St.Agnes
Lesley C

10. '66 cooperating college with group including Creighton and Wayne St
'67 cooperating with Doane College group.

11. '67 cooperating with Alma College

12. '67 with St. Joseph C (Md.)

13. '66 with North Carolina A & T
'67 with Alverno College
Texas Southern

14. '67 cooperating with St. Joseph C Maryland

15. '67 cooperating with Moravian C & Inter-Amer. U of Puerto Rico

16. '67 cooperating with Old Dominion and others.

17. '67 cooperating with Ohio C of Applied Science

18. '66 - $3711 for program with University of Nebraska
'67 cooperating with Doane College group Nebraska

19. '66 - $14,600 with group
'67 - $100,000 U. of Mississippi

EMPIRICAL RANKING

GROUP I

1 QUALITY FACTOR

Pratt Institute
Southwestern U
20 U of the Pacific
21 U of Wyoming
Wells C
Wilson C

GROUP II

5 SIZE FACTORS

Brigham Young
22 So. Illinois U+*
23 U of Mass.+

4 SIZE FACTORS

San Fernando Valley
24 U of Akron+
U of Delaware
U of Missouri

2 SIZE FACTORS

Cal. St C at Fullerton
East Texas St C
Illinois Teachers C - South
Trinity U
Utah St U

1 SIZE FACTOR

Central St C (Mo.)
Howard C
25 Nasson (Maine)
26 Rollins C*
Southeast Missouri St C*
St. C at Boston

QUALITY RANKING

GROUP II

HIGH MIDDLE

Huntington C
Houghton C
Brenau C
46 Columbia C+
Syracuse U
U of Idaho
52 Bethany C
Catawba C
18 Creighton U+
62 Morehouse C+
57 Jamestown C+
Belmont Abbey
Augustana C
Manchester C
Cal. St C at Fullerton
Marymount C
Utah St U
27 U of Toledo+
Hastings C+
Central Methodist C
29 Keuka C
68 Paine C+

GROUP III

LOW MIDDLE

Bridgewater C
Cal. Lutheran
Culver-Stockton
32 Whitworth C
Elmira C
Rocky Mt. C
Alliance C
Concordia C
Dominican C San Rafael
47 Loyola C
Good Counsel C
10 U of Nebraska+
U of Tampa

REMARKS

21. '66 cooperating with Western Wyoming Community College.

22. '66 cooperating with Belleville Jr. C.
'66 with Winston Salem St C

23. '66 with Windham C Vermont

24. '66 cooperating with Langston U

25. '66 part of Goddard Group in Vermont $32,535

26. '66 cooperating in mid Florida group.

EMPIRICAL RANKING

GROUP II

1 SIZE FACTOR

Trenton
U of Bridgewater
27 U of Toledo+
Winthrop

GROUP III

0 FACTORS

Allegheny
Belmont Abbey
Castleton C
Central Wesleyan C
Lesley C
N.E. Louisiana St C*
Savannah St C*
St. Peters C
St C San Bernadino
28 U of Maine
Winthrop C

GROUP IV

1 DANGER SIGN

Augustana
Canisius
Concordia
Ferris
Fisk U
Iona
Ithaca
29 Keuka
Marywood
30 Minot St+*
Niagara U
Northern St* (S.D.)
31 Old Dominion
Skidmore
Slippery Rock

QUALITY RANKING

GROUP III

LOW MIDDLE

14 Catholic U of America
Niagara U
Iona C
Boston C
22 Southern Ill. U+
Emerson C
51 Avila C
Central Wesleyan
17 U of Cincinnati+
Cardinal Cushing
Texas Christian U
U of Louisville
Alabama A & M
Dunbarton C Holy Cross
Kalamazoo C
Augustana C
Ithaca C
U of Miss.+
Regis C
Howard C
Union C
Southwestern U
28 U of Maine
31 Old Dominion C
24 U of Akron+
6 U of Georgia+
Pratt Institute
58 Kentucky St C+
Ill. Teachers C Chicago South
39 A & T C (N.C.)+
Mississippi C
Canisius C
Susquehanna U
U of Bridgeport
Ferris St C
53 Bethel C+
Our Lady Holy Cross C

REMARKS

27. '66 cooperating with Findlay C

28. '67 cooperating with St. Francis C Mo.

29. '67 $79,500 with miscellaneous group colleges

30. '66 $93,800 part of developing group

31. '67 $45,876 part of a group of Virginia colleges

EMPIRICAL RANKING

GROUP IV

1 DANGER SIGN

32 Whitworth (Wash.)
Wilkes
Wittenberg

2 DANGER SIGNS

Alabama A & M C
Annhurst C
Catawba
Central Methodist
33 Chadron St C+*
C of St. Rose
Culver-Stockton C
34 Delta St C+*
35 Eastern Montana C of Education*
Emmanuel
Elmira
Hanover
36 Hastings
Howard Payne*
37 Johnson C. Smith+
38 Lincoln U (Mo.)
39 North Carolina A & T+
Northwest Missouri St C*
40 Notre Dame C (N.H.)
41 Panhandle A & M C+
42 Parsons C
43 Presbyterian+
Regis C
Rhode Island C
St. Norbert C
44 Shepherd C+
Southeast Mo. St C
Southern (Ga.)*
U of Tampa*
Western C for Women

QUALITY RANKING

GROUP III

LOW MIDDLE

San Fernando Vly St C
Brigham Young U
65 Spelman C+
50 Pembroke St
40 Lynchburg C
Notre Dame - Staten Island
11 Wayne St U+
Marywood C
St. Peters C
Central Mich. U
U Detroit
St. Norbert C
Wilkes C
Grand Canyon C
Alma White C
Savannah St C
Castleton St C
37 Johnson C. Smith U+
LaSalle C
Olivet C
C of St. Rose
Nazareth C of Kentucky
Howard Payne C
Winthrop C
Slippery Rock St C
Northwest Mo. St C
Athens C
Alvin C
44 Shepherd C
66 Claflin C+
St. Joseph's C for Women
St. Cloud St C
Rhode Island C
Lamar St C
Ashland C

REMARKS

32. '67 $10,000 planning grant

33. '66 $3,711 with U of Nebraska
'67 $115,057 with Nebraska group
'67 $20,000 with Nebraska group

34. '66 $24,900 with group

35. '67 $10,000 planning

36. '67 $20,000 with Nebraska group

37. '67 $105,100 with SACS and $7,280 college placement service

38. '67 $45,000 NTF

39. '66 $82,110 and in '67 $45,000 with U of Wisconsin

40. '66 $29,600 part of New England colleges
'67 $23,226 part of New England colleges

41. '66 $7,300 NTF
'67 $10,000 planning

42. '67 cooperating with Ouachita Baptist U

43. '67 $75,957 with S. Car. group

44. '67 $161,160 with group of developing colleges in West Va.

EMPIRICAL RANKING

GROUP IV

3 DANGER SIGNS

Adams State C*
45 Alcorn A & M C+
Ashland C
Athens C*
Augusta C
Cal. Lutheran C
46 Columbia C (S.C.)+
Dominican C of San Rafael
Emerson C
Kentucky St C
47 Loyola C (Md.)
48 Lynchburg C (Va.)
Mary Rogers C
49 Nazareth C (Ky.)
Northwestern C
Pacific Oaks C
50 Pembroke*
Pitzer C
Susquehanna
West Texas St C

4 DANGER SIGNS

Alliance C
51 Avila C
52 Bethany
53 Bethel+ (Kans.)
54 Blufton C+*
Dunbarton C of Holy Cross
55 Friends U*
56 General Beadle C
Good Counsel
Grand Canyon
Huntington
57 Jamestown+*
58 Kentucky St C+
59 King C+ (Tenn.)
60 Langston U+
Marymount C (N.Y.)

QUALITY RANKING

GROUP III

LOW MIDDLE

Northern St C
53 Bethel C+
Mary Rogers C
Emmanuel C
U of Delaware
45 Alcorn A & M C+
56 Gen. Beadle St C
33 Chadron St C+
35 Eastern Montana C of Educ.
34 Delta St C+
Adams St C
San Jose St C
63 Mt. Angel C+
60 Langston U+
Trenton St C
61 Mercyhurst C
Shorter C
Georgia So. C
Annhurst C
Southeast Mo. St C
Northeast La. St C
Augusta C

GROUP IV

LOW

Murray St C
San Fran. St C
Black Hills St C
Georgia South-Western C
West Texas St U
Central St C
East Texas St U
Upper Iowa U
Brentwood C
Quinnipiac C
C of Notre Dame (Cal.)

REMARKS

45. '66 cooperating for Utica Jr.C '66 - $50,100 with U of So. Mississippi '67 - $10,000 for planning

46. '67 - $10,000 planning, $7,500 NTF, $75,957 with So. Carolina group

47. '67 - $25,300 in Maryland group of developing colleges

48. '67 - $10,000 for planning

50. '67 - $45,000 NTF's

51. '67 - $26,235 U of Mo. cooperating

52. '66 - $24,000 - with group '67 - $52,253 with group

53. '66 - $24,000 with large group. '67 - $10,000 planning

54. Ohio '66 - $14,435 part of developing - developing group

55. '67 - $22,500 NTF

56. South Dakota '66 - $10,000 planning.

57. North Dakota '66 - $93,800 with large group. '67 - $20,000 planning

58. '66 - $43,800 U of Kentucky cooperating

59. Tenn. '67 - $25,000 planning and with Dartmouth $68,241 and with Emory and Henry and U of Tenn. and U of Tenn. $42,000

60. '66 - $135,882 - many colleges cooperating

EMPIRICAL RANKING

GROUP IV

4 DANGER SIGNS

61 Mercyhurst C
Mills C of Educ.
62 Morehouse C+
63 Mt. Angel C+
64 Mt. St. Agnes C
Notre Dame - Staten Island
Olivet
Rocky Mt. C*
St. Joseph's C for Women
Shorter C
65 Spelman C+
Union*

5 DANGER SIGNS

Brenau C
66 Claflin C+*
Cumberland C*
Georgia Southwestern C*
67 Loretto Heights C
68 Paine C+

QUALITY RANKING

GROUP IV

LOW

Notre Dame C (Missouri)
41 Panhandle A & M C+
30 Minot St C+
St. C of Boston
55 Friends U
Cal. St C - San Bernardino
Cumberland C

REMARKS

61. Oregon '67 $10,000 planning

62. Developing - Developing
'66 - $187,000. 2 programs
'67 - $67,000

63. '66 - $27,200 Claremont Graduate school cooperating

64. Maryland '67 - $20,000

65. Developing - Developing
'66 $187,000 Participating 3 programs
'67 - $142,500

66. '66 - $82,400 Lycoming C, Pa. cooperating
'67 - $10,000 Lycoming C, Pa. cooperating

67. '67 - $22,023 with Antioch C

68. Georgia '66 - $63,174
Emory U cooperating

(No data available for two colleges)

APPENDIX VI

STATISTICAL PROCEDURE

DETERMINATION OF INSTITUTIONAL QUALITY

Data Summary: We recorded approximately thirty items for the institutions in the 10% random sample. In addition to including the items selected by the panel of experts, we attempted to include items which would be common to all colleges and universities by definition of their function. The primary purpose in this was to avoid loading the analysis with factors characteristic of a particular type of institution.

Reduction of Sample: We reduced the sample to 209 colleges and universities which offered at least a bachelor degree and eliminated the junior and technical institutions. We found in an experimental run that the inclusion of the two-year institutions distorted the analysis by combining data on institutions involving quite differing characteristics.

Computation of Ratios: We also found in the experimental run that our data were too volume oriented and resulted in a quality ranking which was more reflective of size than quality. To somewhat equalize the volume figures we computed per student ratios for all variables where the ratio would apply. This first of all reduced the effect of volume and also directed the data more towards quality by considering the available resources of an institution in relation to the number of students served.

Internal Consistency Analysis: The purpose of this analysis was to determine a set of criteria which could be used to qualitatively rank the 10% sample of higher education. This analysis does not suggest that the criteria used are the best or the only possibilities. What it does is to demonstrate that it is possible to use the procedure to examine data for higher education and to provide a measurement of quality level.

Step 1: Using the Office of Education data cards and the two IBM cards containing the thirty items we had recorded for the 10% sample, we ran a program to determine the decile values for each variable. This provided us with the range for each decile.

Step 2: We then assigned the decile rank for each variable for every institution and calculated the summary score. Institutions having a decile score of 5 or over on a given variable received a 1, if below 5 it received a 0. The variable scores were then totaled to arrive at the summary score.

Step 3: Next we ran a point biserial correlation to determine which variables were most closely related to the summary score. This involved correlating the value of the variables with the summary score and provided the correlation coefficients: measurement of the relationship.

Step 4: We next ran a multiple regression analysis to obtain a measurement of the importance of the five selected variables: the Beta weights.

Step 5: To obtain the quality score we then multiplied the value of the variable by the Beta weights, totaled the scores and divided by the number of variables present for a given institution.

Step 6: We then obtained a final listing consisting of the institutional identification, the decile scores, and the weighted quality scores in order by the average weighted score.

Step 7: The final step was the determination of the standard deviation of the weighted scores within the sample. This we used to divide the sample into four quality groups: low, mid low (the developing institutions), mid high, and high.*

Internal Consistency Analysis of the Four Quality Groups: As Chapter III suggests, one of the errors in evaluating the less developed or less-known institutions has been the application of the same criteria used to evaluate the more established colleges and universities. We therefore repeated Steps 3 through 6 of the Internal Consistency Analysis on each of the four quality groups. We did this primarily to determine whether or not we would find variations among the groups in the relative importance of the thirty variables. (See Table of Beta Weights following.)

*NOTE: This procedure was used for the 1959 and 1965 base year data to provide quality scores for the sample institutions at the beginning and end of the time period. For the Markovian mathematics see, "Analyzing the Dynamics of Academic Quality" in Howard, Interinstitutional Cooperation In Higher Education (Milwaukee: Institute of Human Relations, 1967), pp. 190-210.

TABLE OF BETA WEIGHTS
FOR 10% SAMPLE AND QUALITY GROUPS

10% SAMPLE		LOW QUALITY		MID LOW QUALITY		MID HIGH QUALITY		HIGH QUALITY	
VARIABLE	BETA WEIGHT	VARIABLE	BETA WEIGHT	VARIABLE	BETA WEIGHT	VARIABLE	BETA WEIGHT	VARIABLE	BETA WEIGHT
% OF PH.D ON FACULTY	.2949	Σ OF QUALITY FACTORS	−.5474	INCOME PER STUDENT	.3684	% OF STUDENTS RESIDING ON CAMPUS	.5458	COLLEGE TEACHER PRODUCTION	.3709
% OF OUT-STATE STUDENTS	.2942	% STUDENTS WORKING	.5095	STUDENTS PER FACULTY	.3395	% PH.Ds ON FACULTY	.2749	STUDENTS PER PH.D.	.2950
% OF STU. RESIDING ON CAMPUS	.2715	BACHELOR DEGREES BY TOTAL # DEGREES	.3931	VOLUMES - PER STUDENT	.2898	% STUDENTS RECEIVING FINANCIAL AID	.2337	% STUDENTS RESIDING ON CAMPUS	.2327
INCOME PER STUDENT	.1663	% OF PH.D ON FACULTY	.1347	% OF OUT-STATE STUDENTS	.2366	% OF OUT-STATE STUDENTS	.1036	% OF OUT-STATE STUDENTS	.1550
ORGANIZED RESEARCH	.0989	% OF STUDENT RESIDING ON CAMPUS	.1339	% OF STUDENTS RESIDING ON CAMPUS	.1799	% STUDENTS WORKING	−.0268	VOLUMES PER STUDENTS	.1152
STUDENTS PER FACULTY	.0740	ORGANIZED RESEARCH	−.0834						

EXPLANATION OF TABLE: BETA WEIGHTS FOR 10 PERCENT SAMPLE AND QUALITY GROUPS

The first column indicates the variables and weights used to rank the sample in terms of quality. The value of the variable for a given institution was multiplied by the Beta weight, the results totaled for the six variables, and the score used as the quality score for ranking the sample.

We then ran the same analysis on each of the four quality groups to determine whether or not we would arrive at a different set of variables with different weights. The remaining columns indicate the resultant variables and weights.

The Table clearly demonstrates the need to determine criteria for quality evaluation relative to the type of institution. For example, one of the highest weights of the low quality variables is the negative weight for the sum of the quality factors--these factors being the ones generally used to evaluate high quality institutions.

Transition: Having determined the quality scores for the 1959 and 1965 base years, we then attempted to determine the pattern of change the institutions had followed during the time period. Assuming that there will be change as a function of a time lapse of six years, we wanted to determine whether or not an institution was changing at a rate equal to the norm of the population or if it was changing at a slower or faster rate.

Step 1: We ran cross-tabulations on all variables common to 1959 and 1965. This did not include all thirty variables used in the internal consistency analysis since many of the items were not available prior to 1965. (Six of the thirty items were available for 1959, 1962, and 1965.) The horizontal percentages provided an indication or summary of the total change over the six-year period, resulting in a measurement of institutional change in relation to the movement of the total sample.

Step 2: We then determined the deciles for the transition. This procedure was identical to the decile determination of the internal consistency analysis with the exception that we used only variables available for at least two time periods.

Step 3: The next step was similar to the calculation of the summary score; however, when calculating the change units and change scores in order to add or subtract 1 from the total change score, there had to be a positive or negative change of two or more deciles.

Step 4: We then ran the multiple regression analysis using the change units against the change scores for the variables and obtained the Beta weights.

Step 5: To determine the institutional change scores we multiplied the change values by the Beta weights. We again listed the institutions in order by the change scores.

Step 6: For the final listing we combined the quality ranks for the 1959 and 1965 base years with the change pattern scores for the same period.

APPENDIX VII Part 1

DIRECTORY OF DEVELOPING COLLEGES IN COOPERATIVE

PROGRAMS by CODE NUMBER

Code	Name of Cooperative	Participating Institutions	State	Type			Control	Source of Program Funds			Program Participants				Remarks
				Univ	L A	Tchrs C		Federal	Private	Local	Student	Faculty	Facility	Other	
0004	Chemistry	Clemson U	S C	+			1	+	+		+		+		
		Furman U	S C		+		3				+		+		
0010	Engineering	MacMurrey C	Ill		+		3				+	+			
		Columbia U	N Y	+			2		+	+	+	+			
0012	Grad Extension Program	Concord C	W Va			+	1				+	+	+		
		W Va U	W Va	+			1								
0023	School Superintendents	Northern St C	S D			+	1							+	
		U South Dakota	S D	+			1								
0024	Extension Classes	Black Hills St C	S D			+	1					+	+		
		S D School of Mines & Tech	S D	+			1								
0025	Engineering	Davis & ElkinsC	W Va		+		3				+				
		W Va U	W Va	+			1								
0026	Grad Extension Program	Morris Harvey C	W Va		+		2				+	+	+		
		W Va U	W Va	+			1								
0027	No Consortium Name	Salem C	W Va		+		3							+	
		W Va U	W Va	+			1								
0032	Medical Tech	Oreg C of Educ	Oreg			+	1				+				
		U of Oregon	Oreg	+			1								

				Type				Source of Program Funds			Program Participants				
Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Student	Faculty	Facility	Other	Remarks
0033	No Consortium Name	U of Oregon	Oreg	+			1	+		+	+	+	+		
		Wiley C	Tex		+		3								
0037	Law	Kearney St C	Nebr			+	1							+	
		U of Nebraska	Nebr	+			1								
0038	Educ Administration	Eastern Oreg C	Oreg			+	1				+				
		U of Oregon	Oreg	+			1								
0039	Course Exchange	Marylhurst C	Oreg		+		3				+				
		U of Portland	Oreg	+			3				+	+			
0042	No Consortium Name	Tougaloo C	Miss		+		2		+	+	+	+			
		Brown U	R I		+		2		+	+	+	+	+		
0046	Vocational Home Econ	U of Sthrn Miss	Miss		+		1								
		William Carey C	Miss		+		3				+	+			
0051	No Consortium Name	Drury C	Mo		+		2								
		Evangel C	Mo		+		3				+	+	+		
0052	Combined Engineering Prog	Doane C	Nebr		+		3		+		+	+			
		Columbia U	N Y	+			2		+	+	+	+			
0058	Faculty Exchange	St. Mary's C	Minn		+		3								
		Notre Dame C	Mo		+		3				+				
0063	No Consortium Name	MacPhail C of Music	Minn				2								
		Northwestern C	Minn		+		2				+				

Code	Name of Cooperative	Participating Institutions	State	Type			Control	Source of Program Funds			Program Participants				Remarks
				Univ	L A	Tchrs C		Federal	Private	Local	Student	Faculty	Facility	Other	
0064	Library	Notre Dame of Md	Md		+		3								
		Loyola C	Md		+		3		+	+			+		
0067	No Consortium Name	Emmanuel C	Mass		+		3				+				
		Simmons C	Mass		+		2								
0073	Forest Range Management	Stephen F Austin St C	Tex		+		1				+				
		Texas A & M U	Tex	+			1								
0074	No Consortium Name	Indiana U	Ind	+			1								
		Appalachian St Tchrs C	N C			+	1				+				
0078	Academic Exchange	C of St. Benedict	Minn		+		3				+	+	+		
		St. John's U	Minn		+		3		+		+	+	+		
0079	No Consortium Name	C of St. Teresa	Minn		+		3				+	+	+		
		St. Mary's C	Minn		+		3				+	+	+		
0080	Graduate Prog	West Liberty St C	W Va			+	1				+	+	+		
		West Va U	W Va	+			1								
0082	IBM Graduate Program	IBM													
		St. Mary's C	Minn		+		3		+	+		+	+		
0085	Combined Engineering Prog	Wm Jewell C	Mo		+		3				+				
		Columbia U	N Y	+			2		+	+	+				
0086	No Consortium Name	Gannon C	Pa		+		3				+	+	+		
		Mercyhurst C	Pa		+		3				+	+			

				Type				Program Funds			Participants				
Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Student	Faculty	Facility	Other	Remarks
0086	No Consortium Name	Gannon C	Pa		+		3				+	+	+		
		Mercyhurst C	Pa		+										
0089	School for the Deaf	N C School for Deaf													
		Appalachian St Tchrs C	N C			+	1	+		+	+	+	+		
0091	Humanities	Memphis St U	Tenn		+		1								
		U Tenn Memphis Med Units	Tenn	+			1				+	+			
0092	Pre-Engineering	Lafayette C	Pa		+		3								
		Knoxville C	Tenn		+		3				+		+		
0093	Liberal Arts - Engineering	New York U	N Y	+			2								
		Johnson C Smith	N C		+		3		+						
0094	No Consortium Name	New York U	N Y	+			2								
		East Carolina C	N C			+	1				+				
0095	No Consortium Name	Drexel Inst of Technology	Pa	+			2						+		
		U of Pa	Pa	+			2								
0098	Ecumenism	Duquesne U	Pa	+			3		+	+	+	+			
		Pittsburgh Theol Sem	Pa				3								
0100	Teacher Preparation	Gwynedd-Mercy C	Pa		+		3			+		+	+		
		Villanova U	Pa	+			3								
0101	No Consortium Name	Chestnut Hill C	Pa		+		3								
		La Salle C	Pa		+		3	+	+		+	+	+		

Code	Name of Cooperative	Participating Institutions	State	Type: Univ	Type: L A	Type: Tchrs C	Control	Source of Program Funds: Federal	Source of Program Funds: Private	Source of Program Funds: Local	Program Participants: Student	Program Participants: Faculty	Program Participants: Facility	Other	Remarks
0102	Arrangement	Knoxville C	Tenn		+		3				+	+	+		
		U of Tenn at Knoxville	Tenn	+			1					+	+		
0104	Pre-Engineering	Knoxville C	Tenn		+		3		+	+	+		+		
		U of Tenn at Knoxville	Tenn	+			1								
0105	No Consortium Name	Christian Bros College	Tenn		+		3				+	+	+		
		Stena C	Tenn		+		3								
0106	Resident Grad Program	U of Chattanooga	Tenn		+		2		+	+	+	+	+		
		U of Tenn at Knoxville	Tenn	+			1		+	+	+	+	+		
0114	Inter-Inst. Cooperation	Central St C	Ohio		+		1								
		Wilberforce U	Ohio		+		3				+	+			
0116	Forestry	NC St U at Raleigh	N C	+			1								
		Western Carolina College	N C			+	1				+		+		
0119	Education	New Mexico St U	N M	+			1								
		Sul.Ross St C	Tex			+	1				+				
0122	Cross Registration	Drexel Inst of Tech	Pa	+			2				+				
		U of Pa	Pa	+			2								
0126	Education	U Tenn Memphis Med Units	Tenn	+			1					+			
		Vanderbilt U	Tenn	+			2								

Code	Name of Cooperative	Participating Institutions	State	Type			Control	Source of Program Funds			Participants				Remarks
				Univ	L A	Tchrs C		Federal	Private	Local	Student	Faculty	Facility	Other	
0128	Psychiatric Nursing	East Tenn St U	Tenn		+		1								
		U Tenn Memphis Med Units	Tenn	+			1				+	+	+		
0132	No Consortium Name	Evangel C	Mo		+		3					+			
		Southwest Mo St C	Mo			+	1								
0133	No Consortium Name	Drury C	Mo		+		3								
		Evangel C	Mo		+		3					+			
0135	No Consortium Name	Marygrove C	Mich		+		3								
		Sacred Heart Novitiate	Mich				3				+	+	+		
0136	No Consortium Name	U of Pittsburgh	Pa	+			2								
		W Va Wesleyan C	W Va		+		3								
0137	No Consortium Name	Pacific Luth U	Wash		+		3				+				
		U of Puget Sound	Wash		+		3				+				
0138	Agreement for Grad Prog	C of Misericordia	Pa		+		3				+	+	+		
		U of Scranton	Pa		+		3				+	+			
0140	No Consortium Name	American U	D C	+			3								
		Lincoln U	Pa		+		2		+				+		
0141	Biomedical Engineering	Drexel Inst of Technology	Pa	+			2								
		Jefferson Med C of Phila	Pa	+			2				+	+	+		
0143	Arrangement	C Misericordia	Pa		+		3			+	+	+	+		
		Kings C	Pa		+		3								

Code	Name of Cooperative	Participating Institutions	State	Type			Control	Source of Program Funds			Program Participants				Remarks
				Univ	L A	Tchrs C		Federal	Private	Local	Student	Faculty	Facility	Other	
0145	Agreement	Seton Hill C	Pa		+		3								
		U of Pittsburgh	Pa	+			2								
0146	Engineering Program	U of Notre Dame	Ind	+			3				+	+			
		St. Anselms C	N H		+		3								
0147	Elementary Educ	Messiah C	Pa				3				+		+		
		Shippensburg St C	Pa			+	1				+				
0149	Business Admin	Monmouth C	N J		+		2				+	+	+		
		Rutgers, The St U	N J	+			1								
0160	No Consortium Name	Med C of Va	Va				1				+				
		Richmond Prof Insttitute	Va				1								
0164	Educ Graduation Center	Okla St U Agric & App Sci	Okla	+			1								
		Panhandle A & M C	Okla		+		1					+	+		
0165	No Consortium Name	Belmont C	Tenn		+		3				+	+			
		Geo Peabody C Tchrs	Tenn			+	2								
0166	Informal Arrangement	Carnegie Inst Tech	Pa	+			2								
		Chatham C	Pa		+		2				+	+			
0167	No Consortium Name	Longwood C	Va			+	1				+	+			
		U of Virginia	Va	+			1								

				Type				Source of Program Funds			Program Participants				
Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Students	Faculty	Facility	Other	Remarks
0171	Engineering	St, Mary's C	Ind		+		3								
		U of Notre Dame	Ind	+			3				+		+		
0177	No Consortium Name	Mount St. Scholastica C	Kans		+		3				+	+	+		
		St. Benedicts C	Kans		+		3				+	+	+		
0178	No Consortium Name	Concordia Tchrs College	Ill			+	3								
		Concordia Sem	Mo				3				+	+		+	
0183	Engineering	U of Wis at Madison	Wis	+			1								
		Wis St U at Superior	Wis			+	1			+	+				
0191	Agreement	Roberts Wesleyan College	N Y		+		3				+	+	+		
		SUNY C at Brockport	N Y			+	1								
0192	Mental Health Grant	US Indian School Albuq	N M												
		New Mexico Highlands U	N M			+	1	+		+	+	+	+		
0195	Community Resources W	Canisius C	N Y		+		3					+	+		
		SUNY St U at Buffalo	N Y	+			1								
0200	No Consortium Name	Alabama Lutheran College													
		Concordia Tchrs College	Nebr			+	3				+				

				Type				Source of Program Funds			Program Participants				
Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Student	Faculty	Facility	Other	Remarks
0208	Engineering	U Mo at Columbia	Mo	+			1								
		Wm Jewell C	MO		+		3				+				
0209	Home Econ	Merrill Palmer Institute	Mich				2								
		Kearney St C	Nebr			+	1								
0213	No Consortium Name	C of Notre Dame	Cal		+		3					+			
		U of San Fran	Cal		+		3								
0230	No Consortium Name	Claremont Grad S & U Center	Cal		+		2								
		La Verne C	Cal		+		3				+				
0240	Exchange Program	Tuskegee Inst	Ala		+		2		+	+	+	+	+		
		U of Mich	Mich	+			1			+	+	+	+		
0241	Arts and Music	Marygrove C	Mich		+		3				+		+		
		U of Detroit	Mich	+			3				+		+		
0244	Engineering	Colo St U	Colo	+			1								
		Fort Lewis C	Colo		+		1				+				
0245	No Consortium Name	Sacred Heart C	Ala												
		St. Bernard C	Ala		+		3				+	+	+		
0250	Sixth Year Coop Progs	Central Conn St College	Conn			+	1				+				
		U of Conn	Conn	+			1								
0253	Coop. Summer Sessions	Alaska Meth U	Alas		+		3			+	+	+			
		U of Puget Sound	Wash		+		3								

				Type				Source of Program Funds			Program Participants				
Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Student	Faculty	Facility	Other	Remarks
0254	No Consortium Name	Stillman C	Ala		+		3		+	+	+	+		+	
		Indiana U	Ind	+			1								
0255	Cooperative Grad Prog	Adams St C	Colo			+	1				+				
		Colo St C	Colo			+	1								
0256	History	C of St. Rose	N Y		+		3				+	+	+		
		Siena C St. Bernardine	N Y		+		3				+	+	+		
0264	Engineering	Loras C	Iowa		+		3				+				
		U of Detroit	Mich	+			3								
0266	Engineering	Millersville St C	Pa			+	1					+			
		Pa St U	Pa	+			1								
0269	Senior Colloquium	C of St. Rose	N Y		+		3			+	+	+	+		
		Stena C St Bernardine	N Y		+		3								
0273	No Consortium Name	Illinois C	Ill		+		2				+	+	+		
		MacMurray C	Ill		+		3								
0274	No Consortium Name	C of St. Francis	Ill		+		3	+		+	+	+	+		
		Lewis C	Ill		+		3	+	+	+	+	+	+		
0279	Philosophy-Theology Prog	Maryknoll Sem	Ill		+		3		+		+				
		Maryknoll Sem	N Y				3								
0286	Undergraduate Study	Iona C	N Y		+		3								
		St. Vladimir Crth Sem	N Y				3				+				

Code	Name of Cooperative	Participating Institutions	State	Type			Control	Program Funds			Participants				Remarks
				Univ	L A	Tchrs C		Federal	Private	Local	Student	Faculty	Facility	Other	
0289	Coordinated Course Offerings	New Haven C	Conn				2								
		Quinnipiac C	Conn		+		2								
0296	Animal Diseases	U of Conn	Conn	+			1	+			+	+	+		
		Yale U	Conn	+			2								
0297	Lecture Series	Hartford Sem Foundation	Conn				3								
		St. Joseph C	Conn		+		3			+			+		
0302	Course Work Exchange	C of Idaho	Ida		+		3								
		Northwest Nazarene C	Ida		+		3				+	+	+		
0304	Engineering	Iowa Wesleyan C	Iowa		+		3				+				
		U of Iowa	Iowa	+			1								
0305	Biochemistry	Oak Ridge Inst													
		U Tenn Memphis Med Units	Tenn	+			1						+		
0306	No Consortium Name	Marycrest C	Iowa		+		3				+		+		
		St. Ambrose C	Iowa		+		3				+				
0308	No Consortium Name	Goshen C & Biblical Sem	Ind		+		3								
		Mennonite Biblical Sem	Ind				3		+	+	+	+	+		
0310	No Consortium Name	Cornell U	N Y	+			2				+	+			
		Hampton Inst	Va		+		2								

				Type				Source of Program Funds			Program Participants				
Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Student	Faculty	Facility	Other	Remarks
0313	Midland Coop. Prog in Chemistry	Central Mich U	Mich		+		1					+	+		
		Mich St U	Mich	+			1								
0314	Coop. Off-Campus Prog	Central Mich U	Mich		+		1				+	+	+		
		Eastern Mich U	Mich		+		1								
0315	No Consortium Name	Alma C	Mich		+		3				+				
		Merrill Palmer Institute	Mich				2								
0317	No Consortium Name	Illinois C	Ill		+		2				+				
		U of Mo at Rolla	Mo	+			1								
0320	Student Exchange	Pomona C	Cal		+		2				+				
		Fisk U	Tenn		+		2								
0321	Coop. Degree Program	Lincoln Memorial U	Tenn		+		2				+				
		U Tenn Memphis Med Units	Tenn	+			1								
0323	Public School Admin.	Indiana St C	Pa			+	1				+	+			
		Pa St U	Pa	+			1				+				
0324	Biomedical Engineering	Drexel Inst of Technology	Pa	+			2				+	+	+		
		Temple U	Pa	+			2				+				
0328	Student Interchange	Bishop C	Tex		+		3		+		+	+			
		Southern Meth U	Tex	+			3								

				Type				Source of Program Funds			Program Participants				
Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Students	Faculty	Facility	Other	Remarks
0330	Sixth Year Prog	Southern Conn St C	Conn			+	1								
		U of Conn	Conn	+			1								
0332	No Consortium Name	Fresno St C	Cal		+		1								
		Pacific C	Cal		+		3			+	+		+		
0335	M.R.E. Degree Program	Biblical Sem in N Y	N Y				3				+				
		Moravian C	Pa		+		3								
0343	Earth & Astronomical Sci	Carnegie Inst of Tech	Pa	+			2	+	+	+	+				
		U of Pittsburgh	Pa	+			2	+			+	+	+		
0345	Music Therapy	Loyola U	La	+			3		+	+	+				
		Xavier U	La		+		3								
0348	Music	DePaul U	Ill	+			3				+	+	+		
		St. Joseph's C	Ind		+		3				+	+	+		
0349	No Consortium Name	MacMurray C	Ill		+		3				+				
		Northwestern U	Ill	+			2								
0350	No Consortium Name	MacMurray C	Ill		+		3				+				
		U of Illinois	Ill	+			1								
0355	Faculty Development	Florida A & M U	Fla	+			1		+	+	+				
		Florida St U	Fla	+			1		+	+	+	+			
0356	No Consortium Name	Catherine Spalding C	Ky		+		3				+	+			
		Nazareth C of Ky	Ky		+		3								

				Type				Program Funds			Participants				
Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Student	Faculty	Facility	Other	Remarks
0358	No Consortium Name	Bellarmine C	Ky		+		3			+	+	+	+		
		Ursuline C	Ky		+		3			+	+	+	+		
0361	No Consortium Name	Christian Theo Sem	Ind				3		+		+				
		Indiana U	Ind	+			1								
0364	Business Development	Indiana U	Ind	+			1								
		Texas Southern U	Tex		+		1		+	+		+			
0365	Biology	Murray St C	Ky			+	1				+	+	+		
		Ohio St U	Ohio	+			1								
0366	No Consortium Name	MacMurray C	Ill		+		3				+				
		Western Reserve U	Ohio	+			2								
0373	Administration	Arizona St U	Ariz	+			1				+				
		Northern Ariz U	Ariz			+	1								
0378	Business & Law	C of William and Mary	Va		+		1								
		Old Dominion C	Va		+		1				+				
0380	Nursing	Wayne St U	Mich	+			1								
		Bennett C	N C		+		3				+				
0381	No Consortium Name	La Poly Inst	La		+		1				+	+			
		La St U & A & M College	La	+			1								
0383	No Consortium Name	Cardinal Cushing College	Mass		+		3				+	+	+		
		Emmanuel C	Mass		+		3								

				Type				Source of Program Funds			Program Participants				
Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Student	Faculty	Facility	Other	Remarks
0387	No Consortium Name	C of Mount St. Vincent	N Y		+		3				+	+	+		
		Manhattan C	N Y		+		3								
0388	No Consortium Name	Nazareth C of Rochester	N Y		+		3								
		St. John Fisher College Inc.	N Y		+		3					+	+		
0389	Special Education	Columbia U	N Y	+			2								
		Bennett C	N C		+		3								
0390	Law	American U	D C	+			3								
		Bennett C	N C		+		3								
0391	Grad Center at Magnolia	Southern St C	Ark		+		1			+		+	+		
		U of Arkansas	Ark	+			1			+		+	+		
0392	Grad Center At Monticello	Ark A & M C	Ark		+		1								
		U of Arkansas	Ark	+			1			+		+	+		
0393	Grad Center at Russellville	Ark Poly Tech C	Ark		+		1								
		U of Arkansas	Ark	+			1			+		+	+		
0396	No Consortium Name	Mercer U	Ga		+		3								
		Wesleyan C	Ga		+		3						+		
0399	No Consortium Name	Paine C	Ga		+		3		+			+			
		U of Georgia	Ga	+			1								

				Type				Source of Program Funds			Program Participants				
Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Student	Faculty	Facility	Other	Remarks
0400	No Consortium Name	Bethel C	Kans		+		3				+				
		Kans St U Agric & App Sci	Kans	+			1								
0401	Physics	Baker U	Kans		+		3				+	+	+		
		Ottawa U	Kans		+		3			+	+	+	+		
0403	Home Economics	Central C	Iowa		+		3								
		Iowa St U of Sci & Tech	Iowa	+			1				+				
0410	Forestry	Duke U	N C	+			2				+	+	+		
		W Va Wesleyan College	W Va		+		3								
0411	Forestry	Duke U	N C	+			2				+	+	+		
		Davis & Elkins College	W Va		+		3								
0412	Forestry	William Jewell C	Mo		+		3				+				
		Duke U	N C	+			2				+	+	+		
0414	Binary Pre Forestry	Duke U	N C	+			2				+	+	+		
		Carson Newman C	Tenn		+		3				+			+	
0416	Forestry	Duke U	N C	+			2				+	+	+		
		Lebanon Valley C	Pa		+		3				+				
0417	Forestry	Doane C	Nebr		+		3		+		+				
		Duke U	N C	+			2				+	+	+		

Code	Cooperative	Institutions	State	Type			Control	Source of Program Funds			Program Participants				Remarks
				Univ	L A	Tchrs C		Federal	Private	Local	Student	Faculty	Facility	Other	
0420	NEBHE, Agric Education	U of Maine	Me	+			1								
		U of New Hampshire	N H	+			1	+			+				
0423	Social Science	SUNY C at Cortland	N Y			+	1								
		Syracuse U	N Y	+			2				+				
0424	Course Exchange	Skidmore C	N Y		+		2					+	+		
		Union C	N Y		+		2								
0429	Education	Columbia U Tchrs C	N Y	+			2								
		Jewish Theol Sem of Am	N Y				3				+				
0430	Combined Prog	Columbia U	N Y	+			2								
		Jewish Theol Sem of Am	N Y				3				+				
0432	No Consortium Name	Buffalo Bible Institute	N Y				2				+				
		Houghton C	N Y		+		3								
0443	Stu-Teacher Exchange Prg	Nebraska Wesleyan U	Nebr		+		3								
		Lane C	Tenn		+		3	+	+		+				
0447	Physical Therapy	C T Watson School of Physiatrics	Pa				2								
		Thiel C	Pa		+		3				+				

				Type				Source of Program Funds			Program Participants				
Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Student	Faculty	Facility	Other	Remarks
0443	No Consortium Name	Susquehanna U	Pa		+		3								
		U of Pa	Pa	+			2								
0450	No Consortium Name	C T Watson Sch Physiatrics	Pa				2				+				
		Thiel C	Pa		+		3								
0452	Joint Degree	George Fox C	Oreg		+		3								
		Oreg C of Educ	Oreg			+	1					+	+		
0472	No Consortium Name	C of Notre Dame of Md	Md		+		3				+	+	+		
		Loyola C	Md		+		3				+	+	+		
0483	Pre-Engineering	U of Detroit	Mich	+			3								
		Niagara U	N Y		+		3				+		+		
0484	Pre-Engineering Program	New York U	N Y	+			2								
		Thiel C	Pa		+		3				+				
0492	Combined Engr Plan	Nebraska Wesleyan U	Nebr		+		3				+				
		Columbia U	N Y	+			2		+	+	+				
0501	3-2 in Engineering	Rollins C	Fla		+		2				+				
		New York U	N Y	+			2								
0509	Intercampus Bus Service	U of Cal at Irvine	Cal	+			1						+		
		U of Cal at Los Angeles	Cal	+			1								

Code	Name of Cooperative	Participating Institutions	State	Type			Control	Program Funds			Participants				Remarks
				Univ	L A	Tchrs C		Federal	Private	Local	Student	Faculty	Facility	Other	
0511	Urban Studies	Cal St C at Fullerton	Cal		+		1								
		U of Cal at Irvine	Cal	+			1			+			+		
0545	Upgrading Teaching Faculty	Florida A & M University	Fla	+			1		+	+		+	+		
		Florida St U	Fla	+			1								
0549	Col Com on Extention	Colo St U	Colo	+			1				+	+	+		
		Fort Lewis C	Colo		+		1								
0556	Combined Engr Plan	Columbia U	N Y	+			2		+	+	+				
		Baldwin-Wallace College	Ohio		+		3								
0563	Combined Engr Plan	Columbia U	N Y	+			2		+	+	+				
		Hobart & Wm Smith C	N Y		+		2								
0565	Combined Engr Plan	Jacksonville U	Fla		+		2								
		Columbia U	N Y	+			2		+	+	+				
0566	Combined Engr Plan	Columbia U	N Y	+			2		+	+	+				
		Juniata C	Pa		+		3								
0580	Combined Engr Plan	Columbia U	N Y	+			2		+	+	+				
		Wittenberg U	Ohio		+		3								
0582	Forestry	Duke U	N C	+			2				+	+			
		Albright C	Pa		+		3								

Code	Name of Cooperative	Participating Institutions	State	Type			Control	Program Funds			Participants				Remarks
				Univ	L A	Tchrs C		Federal	Private	Local	Student	Faculty	Facility	Other	
0583	Forestry	Baker U	Kans		+		3								
		Duke U	N C	+			2				+	+	+		
0584	Forestry	Duke U	N C	+			2				+	+	+		
		Baldwin-Wallace College	Ohio		+		3								
0588	Forestry	Duke U	N C	+			2				+	+	+		
		Capital U	Ohio		+		3								
0589	Forestry	Catawba C	N C		+		3								
		Duke U	N C	+			2				+	+	+		
0594	Forestry	Duke U	N C	+			2				+	+	+		
		Elizabethtown C	Pa		+		3								
0595	Forestry	Fla Southern C	Fla		+		3								
		Duke U	N C	+			2				+	+	+		
0596	Forestry	Duke U	N C	+			2				+	+	+		
		Furman U	S C		+		3								
596D	Forestry	Indiana Central College	Ind		+		3								
		Duke U	N C	+			2				+	+	+		
596E	Forestry	Iowa Wesleyan C	Iowa		+		3								
		Duke U	N C	+			2				+	+	+		
596F	Forestry	Duke U	N C	+			2				+	+	+		
		Juniata C	Pa		+		3								

Code	Name of Cooperative	Participating Institutions	State	Type			Control	Source of Program Funds			Program Participants				Remarks
				Univ	L A	Tchrs C		Federal	Private	Local	Student	Faculty	Facility	Other	
569H	Forestry	Duke U	N C	+			2				+	+	+		
		Lycoming C	Pa		+		3								
596S	Forestry	Duke U	N C	+			2				+	+	+		
		Otterbein C	Ohio		+		3								
596U	Forestry	Stetson U	Fla		+		3								
		Duke U	N C	+			2				+	+	+		
596X	Forestry	Duke U	N C	+			2				+	+	+		
		U of Chattanooga	Tenn		+		2								
587B	Forestry	Western Maryland College	Md		+		3								
		Duke U	N C	+			2				+	+	+		
597D	Semester on the UN	Drew U	N J		+		3		+	+	+	+	+		
		Mount Union C	Ohio		+		3								
597H	Semester on the UN	Drew U	N J		+		3		+	+	+	+	+		
		Western C for Women	Ohio		+		2								
597L	Semester on the UN	Drew U	N J		+		3		+	+	+	+	+		
		W Va Wesleyan C	W Va		+		3								
597R	Semester on the UN	Park C	Mo		+		3								
		Drew U	N J		+		3		+	+	+	+	+		
597S	Semester on the UN	Kansas Wesleyan College	Kans		+		3								
		Drew U	N J		+		3		+	+	+	+	+		

				Type				Source of Program Funds			Program Participants				
Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Student	Faculty	Facility	Other	Remarks
597T	Semester on the UN	Drew U	N J		+		3		+	+	+	+	+		
		Lycoming	Pa		+		3								
597V	No Consortium Name	Stetson U	Fla		+		3								
		Drew U	N J		+		3		+	+	+	+	+		
597W	Semester on the UN	Southwestern College	Kans		+		3								
		Drew U	N J		+		3		+	+	+	+	+		
597Y	Semester on the UN	MacMurray C	Ill		+		3								
		Drew U	N J		+		3		+	+	+	+	+		
598C	Semester on the UN	Morehouse C	Ga		+		2								
		Drew U	N J		+		3		+	+	+	+	+		
598M	Semester on the UN	Drew U	N J		+		3		+	+	+	+	+		
		Baldwin-Wallace College	Ohio		+		3								
599	Forestry	Duke U	N C	+			2				+	+	+		
		Heidelberg C	Ohio		+		3								
0602	Speech Therapy	Abilene Christian C	Tex		+		2				+				
		Hardin Simmons U	Tex		+		3		+		+	+	+		
		MacMurray C	Tex												
0604	No Consortium Name	N C St U at Raleigh	N C	+			1								
		U of N C at Chapel Hill	N C	+			1				+	+	+	+	
		U of N C at Greensboro	N C		+		1								

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				Univ	L A	Tchrs C		Federal	Private	Local	Student	Faculty	Facility	Other	
0606	ASEE-Inter-institutional Coop.	U of Illinois	Ill	+			1								
		Southern U & A & M C	La		+		1		+	+		+			
		Tulane U of La	La	+			2								
0608	No Consortium Name	Bemidji St C	Minn			+	1								
		Mankato St C	Minn			+	1				+				
		St. Cloud St C	Minn			+	1								
0609	Tri-College Common Market	Concordia C at Moorhead	Minn		+		3				+				
		Moorhead St C	Minn			+	1								
		North Dakota St U	N D	+			1								
0622	Coop. Grad. Program	U of Conn	Conn	+			1								
		Boston U	Mass	+			2								
		Rhode Island C	R I			+	1				+				
0626	Inter-Insti-tutional Agreement	Incarnate Word College	Tex		+		3				+			+	
		Our Lady of the Lake C	Tex		+		3				+				
		St. Mary's U	Tex		+		3				+				
0632	ROTC	St. Martins C	Wash		+		3				+				
		Seattle U	Wash		+		3								
		U of Puget Sound	Wash												

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				Univ	L A	Tchrs C		Federal	Private	Local	Student	Faculty	Facility	Other	
0633	No Consortium Name	Philander Smith College	Ark		+		3								
		SUNY C at Buffalo	N Y			+	1								
		Baldwin-Wallace College	Ohio		+		3		+	+	+	+			
0636	No Consortium Name	Bemidji St C	Minn			+	1								
		Mount St. Paul C	Wis			+	3								
		Mount Senaric C	Wis		+		3	+	+				+		
0644	Formal Arrangement	Citrus Jr C													
		Azusa Pacific C	Cal		+		2				+				
		Pasadena C	Cal		+		3								
0646	Interinstitution Plan	Henderson St Tchrs C	Ark			+	1								
		Quachita Bapt U	Ark		+		3				+	+	+		
		U of Arkansas	Ark	+			1								
0649	No Consortium Name	Dickinson St C	N D			+	1				+	+			
		North Dakota St U	N D	+			1								
		U of North Dakota	N D	+			1								
0652	Binary Pre-Engineering	N Y U	N Y	+			2								
		Carson Newman C	Tenn		+		3								
		U of Tenn at Knoxville	Tenn	+			1				+			+	

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				Univ	L A	Tchrs C		Federal	Private	Local	Student	Faculty	Facility	Other	
0696	Educational Development Program	Boston U	Mass	+			2	+		+		+		+	
		Lesley C	Mass			+	2								
		U of Mich	Mich	+			1								
0707	Engineering Program	U of Illinois	Ill	+			1								
		Valparaiso U	Ind		+		3								
		Carthage C	Wis		+		3				+				
0712	African Studies	Rice U	Tex	+			2				+		+		
		Texas Southern U	Tex		+		1								
		U of Houston	Tex	+			1								
0714	Coop Grad Program	Immaculate Heart C	Cal		+		3				+	+	+		
		Loyola U of Los Angeles	Cal		+		3								
		Mount St. Mary's C	Cal		+		3								
0717	Jr Yr AERCAD Program	Marymount C	Cal		+		3								
		Marymount C	N Y		+		3				+				
		Marymount Manhattan C	N Y		+		3								
0719	SREB, Vet Medicine	Tuskegee Inst	Ala		+		2								
		U of Georgia	Ga	+			1								
		U of Maryland	Md	+			1			+	+				

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				Univ	L A	Tchrs C		Federal	Private	Local	Student	Faculty	Facility	Other	
0752	Joint Degree	Cascade C	Oreg		+		2				+				
		George Fox C	Oreg		+		3								
		Oregon C of Educ	Oreg			+	1				+				
		Southern Oreg C	Oreg			+	1								
0755	Area Study Courses	C of St. Catharine	Minn		+		3		+	+	+	+	+		
		C of St. Thomas	Minn		+		3		+	+	+	+	+	+	
		Hamline U	Minn		+		3		+	+	+	+			
		Macalester C	Minn		+		2								
0756	Coop Program In Nursing	Longwood C	Va			+	1								
		Madison C	Va			+	1								
		U of Va	Va	+			1			+	+				
		U of Va Mary Wash C	Va		+		1								
0757	Bureau of Teaching Materials	Longwood C	Va			+	1								
		Madison C	Va			+	1								
		Radford C	Va			+	1								
		U of Va	Va	+			1	+							
0758	Va Assoc Research Ctr	C of William and Mary	Va		+		1								
		Medical C of Va	Va				1	+		+		+	+		
		U of Va	Va	+			1	+		+	+	+	+		
		Va Polytechnic Institute	Va	+			1								
0760	Houston African Studies	Rice U	Tex	+			2								
		Tex Southern U	Tex		+		1		+	+	+	+	+		
		U of Houston	Tex	+			1			+	+	+	+		
		U of St. Thomas	Tex		+		3								

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				Univ	L A	Tchrs C		Federal	Private	Local	Student	Faculty	Facility	Other	
0762	M. Ed. Program	Northwest Mo St C	Mo			+	1				+	+	+		
		Southeast Mo St C	Mo			+	1					+	+		
		Southwest Mo St C	Mo			+	1								
		U of Mo at Columbia	Mo	+			1			+		+			
0765	Inter-Seminary Course	Bethel C & Sem	Minn				3				+	+	+		
		Luther Theol Sem	Minn				3		+		+	+	+		
		Northwestern Luth Theo Sem	Minn				3								
		United Theol Sem	Minn				3				+	+	+		
0766	Winter Term ABRCAD	Luther C	Iowa		+		3								
		Gustavus Adolphus C	Minn		+		3			+					
		Macalester C	Minn		+		3								
		St. Olaf C	Minn		+		1				+	+			
0770	Coop Engineering Prog	Tuskegee Inst	Ala		+		2								
		Xavier U	La		+		3				+				
		U of Detroit	Mich	+			3								
		Marquette U	Wis	+			3								
0772	No Consortium Name	Central Conn St C	Conn			+	1						+		
		Danbury St C	Conn			+	1								
		Southern Conn St C	Conn			+	1								
		Willimantic St C	Conn			+	1								

				Type				Source of Program Funds			Program Participa				
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0773	Atl Area Teach Educ Service	Atlanta U	Ga		+		2								
		Emory U	Ga	+			3		+	+	+	+	+		
		Ga St C	Ga		+		1								
		U of Ga	Ga	+			1		+	+	+	+			
0774	N.S.F. In-Service Inst	Cabrillo C													
		C of Holy Names	Cal		+		3								
		C of Notre Dame	Cal		+		3								
		U of Santa Clara	Cal		+		3	+		+	+	+	+		
0780	Pre-Engineering	Drexel Inst of Technology	Pa	+			2								
		Lafayette C	Pa		+		3								
		Lincoln U	Pa		+		2		+				+		
		Pa St U	Pa	+			1								
0731	Pre-Engineering	Bucknell U	Pa		+		2								
		Drexel Inst of Technology	Pa	+			2								
		Ind St C	Pa			+	1				+				
		U of Pittsburgh	Pa	+			2								
0782	Univ Retardation Ctr	U of Miss	Miss	+			1								
		MeHarry Med C	Tenn				2								
		Memphis St U	Tenn		+		1								
		U of Tenn Memphis Med Units	Tenn	+			1	+		+	+	+	+		

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				Univ	L A	Tchrs C		Federal	Private	Local	Student	Faculty	Facility	Other	
0783	Training Program	Ohio U	Ohio	+			1								
		Allegheny C	Pa		+		2								
		Clarion St C	Pa		+		1	+			+	+	+		
		U of Pittsburgh	Pa	+			2								
0792	Center for Advanced Study	Evansville-Vanderburgh													
		Evansville C	Ind		+		2			+		+			
		Indiana U	Ind	+			1								
		Purdue U	Ind	+			1				+				
0796	Project Mission	Baltimore City Dept. of Educ	Md												
		Coppin St C	Md			+	1								
		Morgan St C	Md		+		1								
		Towson St C	Md			+	1		+	+		+	+		
0798	Advanced Practice Teaching	Colorado Womens College	Colo		+		3								
		Loretto Heights College	Colo		+		3								
		Regis C	Colo		+		3								
		U of Denver	Colo	+			3		+	+	+	+			
0799	M.S. Degree Program	Central Conn St C	Conn			+	1				+				
		Danbury St C	Conn			+	1				+				
		Southern Conn St C	Conn			+	1								
		Willimantic St C	Conn			+	1								

				Type				Source of Program Funds			Program Participants				
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0800	Cooperative Grad Prog	U of Wis Madison	Wis	+			1								
		U of Wis Milw	Wis	+			1								
		Wis St U at Eau Claire	Wis			+	1				+				
		Wis St U at Superior	Wis			+	1								
0801	Wis Exchange Program	Agric & Tech C of N C	N C		+		1								
		N C C at Durham	N C		+		1		+	+	+	+	+		
		Texas Southern U	Tex		+		1		+	+		+			
0807	Overseas Semester	Washburn U of Topeka	Kans		+		1								
		Doane C	Nebr		+		3		+		+				
		Beloit C	Wis		+		2								
		U of Copenhagen													
0850	Catholic C Liason Committee	Borromeo Sem of Ohio	Ohio		+		3								
		John Carroll U	Ohio		+		3				+	+	+		
		Notre Dame C	Ohio		+		3		+		+	+	+		
		St. John C of Cleveland	Ohio				3				+	+	+		
		Ursuline C	Ohio		+		3								
0851	Moss Landing Marine Lab	Cal St C at Hayward	Cal		+		1	+	+	+	+	+	+		
		Fresno St C	Cal		+		1	+	+	+	+	+	+		
		Sacramento St C	Cal		+		1								
		San Francisco St C	Cal		+		1		+		+	+	+		
		San Jose St C	Cal		+		1								

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				Univ	L A	Tchrs C		Federal	Private	Local	Student	Faculty	Facility	Other	
0582	Colo Assn of Indep C & U	Colorado C	Colo		+		2			+				+	
		Colo Women's C	Colo		+		3								
		Loretto Heights College	Colo		+		3				+	+			
		Regis C	Colo		+		3								
		U of Denver	Colo	+			3			+	+	+	+		
0853	Joint Program	Eastern Ky St C	Ky			+	1								
		Morehead St C	Ky			+	1				+				
		Murray St C	Ky			+	1				+	+			
		U of Kentucky	Ky	+			1				+				
		Western Ky St C	Ky			+	1				+		+		
0854	Harrisburg Center for Higher Educ	Elizabethtown C	Pa		+		3								
		Lebanon Valley C	Pa		+		3		+	+	+	+	+		
		Pa St U	Pa	+			1								
		Temple U	Pa	+			2								
		U of Pa	Pa	+			2								
0856	Mid-Missouri Assoc C	Central Meth C	Mo		+		3								
		Stephens C	Mo				2				+	+	+		
		U of Mo all campuses	Mo	+			1								
		Westminster C	Mo		+		3			+		+	+		
		William Woods C	Mo		+		3								

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0857	Northwest C Assn	Brian Cliff C	Iowa		+		3								
		Buena Vista C	Iowa		+		3								
		Morningside C	Iowa		+		3				+	+	+		
		Northwestern C	Iowa		+		3								
		Westmar C	Iowa		+		3								
0858	Associated Mid-Florida Colleges	Bethune Cookman College	Fla		+		2								
		Fla Presbyterian College	Fla		+		3		+	+		+			
		Fla Southern C	Fla		+		3								
		Rollins C	Fla		+		2								
		Stetson U	Fla		+		3		+	+	+	+	+		
0861	Southwest Regional Lab Title IV	Ariz St U	Ariz	+			1	+		+	+	+	+		
		San Diego St C	Cal		+		1								
		U of Cal Los Angeles	Cal	+			1								
		U of Southern Cal	Cal	+			2								
		U of Nevada Southern U													
0866	Wash St Committee on Grad Work	Central Wash St College	Wash			+	1								
		Eastern Wash St College	Wash			+	1								
		U of Washington	Wash	+			1					+			
		Wash St U	Wash	+			1								
		Western Wash St College	Wash			+	1								

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0867	Coop Offering of Ext Classes	Central Mich U	Mich		+		1					+	+		
		Eastern Mich U	Mich		+		1								
		Mich St U	Mich	+			1								
		U of Mich	Mich	+			1								
		Wayne St U	Mich	+			1								
0870	C Coop Prog of Negro University	Agric & Tech C of N C	N C		+		1		+	+	+				
		N C C at Durham	N C		+		1								
		Texas Southern U	Tex		+		1								
		Va Polytech Inst	Va	+			1								
		U of Wis Madison	Wis	+			1								
0871	Med Library TWX Network	Duke U	N C	+			2								
		U of N C at Charlotte	N C		+		1								
		Wake Forest C	N C	+			3						+		
		Med C of Va	Va				1								
		U of Va	Va	+			1	+		+				+	
0879	No Consortium Name	American U	D C	+			3								
		Spelman C	Ga		+		3								
		East-West Ctr													
		Southwestern C	Kans		+		3		+	+	+				
		Drew U	N J		+		3								

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0950	Atlanta U Center	Atlanta U	Ga		+		2		+	+	+	+	+		
		Clark C	Ga		+		3		+	+	+	+	+		
		Interdenom. Theol Center	Ga				3								
		Morehouse C	Ga		+		2								
		Morris Brown C	Ga		+		3								
		Spelman C	Ga		+		3								
0951	Mich Scholars in C Teaching	Albion C	Mich		+		3								
		Alma C	Mich		+		3		+		+		+		
		Calvin C	Mich		+		3		+		+				
		Hope C	Mich		+		3								
		Kalamazoo C	Mich		+		3		+		+				
		U of Mich	Mich	+			1								
0952	Ford Foundation Scholars	Bates C	Me		+		2								
		Colby C	Me		+		2								
		St. Anselms C	N H		+		3								
		U of N H	N H	+			1								
		U of N H Keene St C	N H			+	1		+	+	+	+	+		
		U of N H Plymouth St C	N H			+	1								
0953	S Dakota Foundation of Private C	Augustana C	S D		+		3								
		Dakota Wesleyan College	S D		+		3								
		Huron C	S D		+		3								
		Mount Marty C	S D		+		3		+						
		Sioux Falls C	S D		+		3								
		Yankton C	S D		+		2								

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				Univ	L A	Tchrs C		Federal	Private	Local	Student	Faculty	Facility	Other	
0955	No Consortium Name	Bates C	Me		+		2		+	+	+	+	+		
		Nasson C	Me		+		2								
		St. Anselms C	N H		+		3								
		U of N H	N H	+			1								
		U of N H Keene St C	N H			+	1								
		U of N H Plymouth St C	N H												
0957	NEBHE Regional Programs	U of Conn	Conn	+			1				+				
		U of Maine	Me	+			1								
		U of Mass Amherst Campus	Mass	+			1								
		U of N H	N H	+			1								
		U of R I	R I	+			1				+				
		U of Vt & St Agric C	Vt	+			1								
0958	Coop For Development of Internatl Studies	Hood C	Md		+		2		+	+		+			
		Mount St. Mary's College	Md		+		3								
		St. Joseph C	Md		+		3					+			
		Western Md C	Md		+		3	+	+	+					
		Dickinson C	Pa		+		2								
		Gettysburg C	Pa		+		3		+	+		+			

				Type				Source of Program Funds			Program Participants				
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0966	Assoc Colleges of Central Kansas	Bethany C	Kans		+		3								
		Bethel C	Kans		+		3								
		Kansas Wesleyan U	Kans		+		3								
		McPherson C	Kans		+		3		+	+	+	+	+		
		Sterling C	Kans		+		3								
		Tabor C	Kans		+		3								
0968	Pittseg Council on Higher Educ	Mellon Inst	Pa												
		Carnegie Inst of Technology	Pa	+			2								
		Catham C	Pa		+		2								
		Duquesne U	Pa	+			3								
		Mount Mercy C	Pa		+		3				+	+	+		
		U of Pittsburgh	Pa	+			2								
0969	Bretheran Colleges ABRCAD	La Verne C	Cal		+		3								
		Manchester C	Ind		+		3			+	+	+			
		McPherson C	Kans		+		3								
		Elizabethtown C	Pa		+		3								
		Juniata C	Pa		+		3								
		Bridgewater C	Va		+		3		+		+	+	+		
0970	Claremont C	Claremont Grad School & U Center	Cal		+		2	+	+	+	+	+	+		
		Claremont Men's College	Cal		+		2		+		+	+	+		
		Harvey Mudd C	Cal		+		2		+		+	+	+		
		Pitzer C	Cal		+		2				+	+	+		
		Pomona C	Cal		+		2		+		+	+	+		
		Scripps C	Cal		+		2				+	+	+		

				Type				Source of Program Funds			Program Participants				
Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Student	Faculty	Facility	Other	Remarks
1050	No Consortium Name	Columbia U	N Y	+			2								
		Cornell U	N Y	+			2								
		Crozer Med Ctr													
		Eastern Bapt C	Pa		+		3		+		+				
		Hahnemann Med C & Hosp	Pa				2								
		Jefferson Med C Phila	Pa												
		Temple U	Pa	+			2								
1052	No Consortium Name	Antioch C	Ohio		+		2								
		Capital U	Ohio		+		3								
		C of St. Mary of Springs	Ohio		+		3		+	+	+	+	+	+	
		Denison U	Ohio		+		2								
		Kenyon U	Ohio		+		2								
		Ohio Wesleyan U	Ohio		+		3								
		Otterbein C	Ohio		+		3		+	+	+	+			
1053	Eastern Intensive Prog African St	Howard U	D C	+			2								
		Northwestern U	Ill	+			2								
		Indiana U	Ind	+			1								
		Michigan St U	Mich	+			1								
		Columbia U	N Y	+			2								
		Duquesne U	Pa	+			3	+		+	+	+	+		
		U of Wis Madison	Wis	+			1								

				Type				Source of Program Funds			Program Participants				
Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Student	Faculty	Facility	Other	Remarks
1054	Assn of Indep Colleges in Maryland	C of Notre Dame of Maryland	Md												
		Hood C	Md		+		2								
		Loyola C	Md		+		3								
		Mount St. Agnes College	Md		+		3								
		St. John's C	Md		+		2								
		Washington C	Md		+		2								
		Western Md C	Md		+		3			+					
1055	W Coast Jesuit Coop Grad Program	Immaculate Heart College	Cal		+		3								
		Loyola U of Los Angeles	Cal		+		3				+				
		Mount St. Mary's College	Cal		+		3								
		U of San Francisco	Cal		+		3								
		U of Santa Clara	Cal		+		3								
		Gonzaga U	Wash		+		3								
		Seattle U	Wash		+		3				+	+			
1056	Ark Found of Assoc College Prog	Southern Bapt C													
		Arkansas C	Ark		+		3								
		C of the Ozarks	Ark		+		3								
		Harding C	Ark		+		3								
		Hendrix C	Ark		+		3								
		John Brown U	Ark		+		2								
		Quachita Bapt U	Ark		+		3		+		+	+			

				Type				Source of Program Funds			Program Participants				
Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Student	Faculty	Facility	Other	Remarks
1058	College Center of Finger Lakes	Corning Com C													
		Alfred U	N Y		+		2		+	+	+	+	+		
		Elmira C	N Y		+		2		+	+	+	+	+		
		Hobart & Wm Smith C	N Y		+		2								
		Ithaca C	N Y		+		2								
		Keuka C	N Y		+		3		+	+					
		Mansfield St C	Pa			+	1								
1059	Assn For Grad Educ & Res	Grad Research C													
		Austin C	Tex		+		3								
		Bishop C	Tex		+		3		+	+	+	+	+	+	
		Southern Meth U	Tex	+			3		+	+	+	+	+		
		Texas Christian U	Tex	+			3		+	+	+	+	+		
		Texas Wesleyan U	Tex		+		3								
		U of Dallas	Tex		+		3								
1060	NDEA Summer Language Institute	Howard U	D C	+			2								
		Northwestern U	Ill	+			2								
		Indiana U	Ind	+			1								
		Mich St U	Mich	+			1								
		Columbia U	N Y	+			2								
		Duquesne U	Pa	+			3								
		U of Wis Madison	Wis	+			1	+		+	+	+	+		

Code	Name of Cooperative	Participating Institutions	State	Type			Control	Source of Program Funds			Program Participants				Remarks
				Univ	L A	Tchrs C		Federal	Private	Local	Student	Faculty	Facility	Other	
1061	Prog on Educ Admin For Advanced School Admin	U of Conn	Conn	+			1								
		U of Maine	Me	+			1								
		Boston U	Mass	+			2				+				
		Harvard U	Mass	+			2								
		U of N H	N H	+			1								
		Rhode Island C	R I			+	1								
		U of Vermont & St Agric C	Vt	+			1								
1100	Catalina Marine Biology Seminar	Cal St C System													
		Cal Inst of Tech	Cal	+			1								
		Occidental C	Cal		+		2								
		Pomona C	Cal		+		2								
		U of Irvine	Cal	+			1								
		U of Cal at Los Angeles	Cal	+			1								
		U of Cal at Riverside	Cal	+			1								
		U of Southern Cal	Cal	+			2	+	+		+	+	+		
1102	Center For Urban Education	Yeshiva U	N Y	+			3								
		Bank Street C of Education	N Y			+	3	+	+			+	+	+	
		City U of N Y all institutions	N Y												
		Columbia U	N Y	+			2								
		Columbia U Tchrs College	N Y	+			2	+	+			+	+		
		Fordham U	N Y	+			3								
		New York Med C	N Y				2								
		New York U	N Y	+			2								

				Type				Source of Program Funds			Program Participants				
Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Student	Faculty	Facility	Other	Remarks
1104	Mott Program for Educ Leadership	Flint Board of Education													
		Central Mich U	Mich		+		1		+	+	+	+	+		
		Eastern Mich U	Mich		+		1								
		Mich St U	Mich	+			1								
		Northern Mich U	Mich			+	1								
		U of Mich	Mich	+			1				+	+			
		Wayne St U	Mich	+			1		+	+		+			
		Western Mich U	Mich		+		1		+			+			
1106	Cin Council on World Affairs	Anderson C	Ind		+		3								
		Earlham C	Ind		+		3								
		Franklin C of Indiana	Ind		+		3								
		Honover C	Ind		+		3								
		Georgetown C	Ky		+		3								
		Western C for Women	Ohio		+		2								
		Wilmington C	Ohio		+		3								
		Wittenberg U	Ohio		+		3	+	+	+		+			
1109	Institute For Services to Educ	U of Colorado	Colo	+			1		+		+	+			
		Indiana U	Ind	+			1								
		U of Maryland	Md	+			1		+		+	+			
		U of Minn Mnpls St. Paul	Minn	+			1								
		Rensselaer Poly Institute	N Y	+			2								
		U of Rochester	N Y	+			2								
		Carnegie Inst of Technology	Pa	+			2								
		Mindanao St U													

Code	Name of Cooperative	Participating Institutions	State	Type			Control	Source of Program Funds			Program Participants				Remarks
				Univ	L A	Tchrs C		Federal	Private	Local	Student	Faculty	Facility	Other	
1110	CCFL and Syracuse	Corning Com C													
		Alfred U	N Y		+		2								
		Elmira C	N Y		+		2								
		Hobart & Wm Smith C	N Y		+		2								
		Ithaca C	N Y		+		2								
		Keuka C	N Y		+		3								
		Syracuse U	N Y	+			2								
		Mansfield St C	Pa			+	1			+	+				
1111	United Nations Summer Seminar	U of Wis at Madison	Wis	+			1		+	+	+		+		
		Wis St U at Eau Claire	Wis			+	1								
		Wis St U at La Crosse	Wis			+	1								
		Wis St U at Oshkosh	Wis			+	1								
		Wis St U at Platteville	Wis		+		1								
		Wis St U at River Falls	Wis			+	1								
		Wis St U at Stevens Point	Wis			+	1								
		Wis St U at Whitewater	Wis		+		1								

Code	Name of Cooperative	Participating Institutions	State	Type			Control	Source of Program Funds			Program Participants				Remarks
				Univ	L A	Tchrs C		Federal	Private	Local	Student	Faculty	Facility	Other	
1151	Higher Educ Act of 1965	Ariz Western C													
		Eastern Ariz Jr C													
		Phoenix C													
		Mesa Com C													
		Glendale Com C													
		Cochise C													
		Ariz St U	Ariz	+			1	+		+					
		Grand Canyon C	Ariz		+		3								
		Northern Ariz U	Ariz			+	1								
1152	General Educ Prog for Teachers	Harrisburg Area Center													
		Albright C	Pa		+		3					+	+		
		Franklin & Marshall C	Pa		+		2								
		Lebanon Valley C	Pa		+		3					+	+		
		Moravian C	Pa		+		3								
		Muhlenberg C	Pa		+		3					+	+		
		Temple U	Pa	+			2		+			+			
		Irsomis C	Pa		+		2		+			+			
		Wilkes C	Pa		+		2						+		
1155	Program For Grad Stud	Claremont Grad Sch & U Ctr	Cal		+		2		+	+	+	+	-		
		Claremont Men's m College	Cal		+		2								
		Harvey Mudd C	Cal		+		2								
		Occidental C	Cal		+		2	+	+			+			
		Pitzer C	Cal		+		2								
		Pomona C	Cal		+		[illegible]								
		Scripps C	Cal		+		2								
		U of Redlands	Cal		+		2				+	+			
		Whittier C	Cal		+		2				+	+			

				Type				Source of Program Funds			Program Participants				
Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Student	Faculty	Facility	Other	Remarks
1157	Wis St U Coop Grad Prog	Stout St U	Wis			+	1								
		Wis St U at Eau Claire	Wis			+	1								
		Wis St U at La Crosse	Wis			+	1							+	
		Wis St U at Oshkosh	Wis			+	1								
		Wis St U at Platteville	Wis		+		1								
		Wis St U at River Falls	Wis			+	1				+				
		Wis St U at Stevens Point	Wis			+	1							+	
		Wis St U at Superior	Wis			+	1								
		Wis St U at Whitewater	Wis		+		1								
1158	NSF Field Camp-Pigeon Lake	Stout St U	Wis			+	1								
		Wis St U at Eau Claire	Wis			+	1								
		Wis St U at La Crosse	Wis			+	1								
		Wis St U at Oshkosh	Wis			+	1								
		Wis St U at Plateville	Wis		+		1								
		Wis St U at River Falls	Wis			+	1								
		Wis St U at Stevens Point	Wis			+	1				+	+			
		Wis St U at Superior	Wis			+	1								

				Type				Source of Program Funds			Program Participants				
Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Student	Faculty	Facility	Other	Remarks
1158	NSF Field Camp-Pigeon Lake Continued	Wis St U at Whitewater	Wis		+		1								
1159	Research Education	Stout St U	Wis			+	1								
		Wis St U at Eau Claire	Wis			+	1								
		Wis St U at La Crosse	Wis			+	1								
		Wis St U at Oshkosh	Wis			+	1								
		Wis St U at Platteville	Wis		+		1								
		Wis St U at River Falls	Wis			+	1								
		Wis St U at Stevens Point	Wis			+	1			+	+	+	+		
		Wis St U at Superior	Wis			+	1								
		Wis St U at Whitewater	Wis		+		1								
1162	No Consortium Name	Arlington St C	Tex		+		1								
		Baylor U	Tex	+			3								
		Bishop C	Tex		+		3								
		North Texas St U	Tex	+			1								
		Southern Meth U	Tex	+			3								
		Texas Christian U	Tex	+			3								

Code	Name of Cooperative	Participating Institutions	State	Type			Control	Source of Program Funds			Program Participants				Remarks
				Univ	L A	Tchrs C		Federal	Private	Local	Students	Faculty	Facility	Other	
1162	No Consortium Name Continued	Texas Wesleyan C	Tex		+		3								
		Texas Woman's U	Tex	+			1								
		Baylor U C of Dentistry	Tex	+			3								
1163	University Center in Georgia	Atlanta School of Art													
		Agnes Scott C	Ga		+		2		+	+			+		
		Atlanta U	Ga		+		2								
		Columbia Theol Sem	Ga				3								
		Emory U	Ga	+			3	+	+	+		+			
		Georgia Inst of Tech	Ga	+			1								
		Georgia St C	Ga		+		1								
		Oglethorpe C	Ga		+		2								
		U of Georgia	Ga	+			1			+			+	+	
1165	Rochester Area Colleges Inc.	Monroe Com C	N Y												
		Colgate Rochester Div Sch	N Y				3								
		Nazareth C of Rochester	N Y		+		3								
		Roberts Wesleyan College	N Y		+		3								
		Rochester Inst of Tech	N Y	+			2								
		St. John Fisher C Inc.	N Y		+		3						+	+	
		SUNY College at Brockport	N Y			+	1								

				Type				Source of Program Funds			Program Participants				
Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Student	Faculty	Facility	Other	Remarks
1165	Rochester Area Colleges Inc. Continued	SUNY College at Geneseo	N Y			+	1								
		U of Rochester	N Y	+			2								
1166	Area Colleges Library Coop Prog	Commonwealth Pa St Library													
		Dickinson C	Pa		+		2								
		Elizabethtown C	Pa		+		3								
		Franklin & Marshall C	Pa		+		2								
		Gettysburg C	Pa		+		3						+		
		Juniata C	P		+		3			+			+		
		Messiah C	Pa				3								
		Millersville St C	Pa				1								
		Wilson C	Pa		+		2								
1169	Mechanization of Clerical Proc	U of Cal Berkeley	Cal	+			1								
		U of Cal Davis	Cal	+			1								
		U of Cal Irvine	Cal	+			1								
		U of Cal Los Angeles	Cal	+			1								
		U of Cal Riverside	Cal	+			1								
		U of Cal San Diego	Cal	+			1								
		U of Cal San Francisco	Cal	+			1								

				Type				Source of Program Funds			Program Participants				
Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Student	Faculty	Facility	Other	Remarks
1169	Mechanization of Clerical Proc Continued	U of Cal Santa Barbara	Cal	+			1								
		U of Cal Santa Cruz	Cal	+			1								
1170	South Carolina Foundation of Indep C	Coker C	S C		+		2								
		Columbia C	S C		+		3								
		Converse C	S C		+		2								
		Erskine C	S C		+		3								
		Furman U	S C		+		3								
		Limestone C	S C		+		2		+	+		+	+		
		Newberry C	S C		+		3								
		Presbyterian C	S C		+		3								
		Wofford C	S C		+		3								
1201	Inter-Seminary Seminar	Phila Divinity School													
		Crozer Theol Seminary	Pa				3								
		Div School Prot Epis Church	Pa				3								
		Eastern Bapt Theol Sem	Pa				3								
		Lancaster Theol Seminary	Pa				3				+	+			
		Luth Theol Sem Gettysburg	Pa				3				+	+			
		Mary Immaculate Seminary	Pa				3								
		Moravian C	Pa		+		3								
		Mt Airy Luth Sem													
		Lutheran Theol Sem Phila	Pa				3				+	+			

				Type				Source of Program Funds			Program Participants				
Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Student	Faculty	Facility	Other	Remarks
1203	European Center	U of Cal San Francisco	Cal	+			1								
		U of Santa Clara	Cal		+		3								
		Loyola U	Ill	+			3			+		+			
		U of Detroit	Mich	+			3								
		Canisius C	N Y		+		3								
		Le Moyne C	N Y		+		3								
		John Carroll U	Ohio		+		3								
		Bucknell U	Pa		+		2								
		Providence C	R I		+		3								
		St. Michael'sC	Vt		+		3								
1204	AGS Users Group	Yale U	Conn	+			2								
		John Hopkins U	Md	+			2								
		Harvard U	Mass	+			2								
		Mass Inst of Technology	Mass	+			2								
		Princeton U	N J	+			2								
		Columbia U	N Y	+			2								
		Cornell U	N Y	+			2								
		U of Rochester	N Y	+			2								
		Ohio U	Ohio	+			1			+	+	+	+		
		U of Pa	Pa	+			2								
1206	College Research Center	Conn C	Conn		+		2								
		Trinity C	Conn		+		2								
		Mount Holyoke C	Mass		+		2								
		Smith C	Mass		+		2								
		Wheaton C	Mass		+		2								
		Briarcliff C	N Y		+		2								
		Vassar C	N Y		+		2								

Code	Name of Cooperative	Participating Institutions	State	Type			Control	Source of Program Funds			Program Participants				Remarks
				Univ	L A	Tchrs C		Federal	Private	Local	Student	Faculty	Facility	Other	
1206	College Research Center Continued	Hollins C	Va		+		2		+	+			+		
		Randolph Macon Woman's C	Va		+		3								
		Sweet Briar C	Va		+		2								
1207	Mercy Colleges Overseas Program	St. Xavier C	Ill		+		3								
		Mount St. Agnes College	Md		+		3								
		Mercy C of Detroit	Mich		+		3								
		Mercy Jr C													
		C of St. Mary	Nebr		+		3				+				
		Mercy C	N Y		+		3								
		Our Lady of Cincinnati	Ohio		+		3								
		Mount Aloysius Jr C													
		College Misericordia	Pa		+		3								
		Salve Regina C	R I		+		3								
1208	Area Colleges Library Coop Program	Commonwealth Pa St Library													
		Dickinson C	Pa		+		2						+		
		Elizabethtown C	Pa		+		3								
		Franklin & Marshall C	Pa		+		2								
		Gettysburg C	Pa		+		3								
		Juniata C	Pa		+		3								
		Messiah C	Pa				3								

Code	Name of Cooperative	Participating Institutions	State	Type			Control	Source of Program Funds			Program Participants				Remarks
				Univ	L A	Tchrs C		Federal	Private	Local	Student	Faculty	Facility	Other	
1210	Kanpur Indo-American Program	Calif Inst of Technology	Cal	+			2	+				+	+		
		U of Cal at Berkeley	Cal	+			1								
		Purdue U	Ind	+			1								
		Educational Services Inc.													
		Mass Inst of Technology	Mass	+			2								
		U of Mich	Mich	+			1	+			+	+			
		Princeton U	N J	+			2	+		+		+			
		Case Inst of Technology	Ohio	+			2								
		Ohio St U	Ohio												
		Carnegie Inst of Technology	Pa	+			2								
121-	Wisconsin Teacher Internship Program	Beloit C	Wis		+		2								
		Stout St U	Wis			+	1								
		U of Wis Madison	Wis	+			1		+	+	+	+	+	+	
		Wis St U at Eau Claire	Wis			+	1								
		Wis St U at La Crosse	Wis			+	1								
		Wis St U at Platteville	Wis		+		1								
		Wis St U at Riverfalls	Wis			+	1								
		Wis St U at Stevens Point	Wis			+	1								

Code	Name of Cooperative	Participating Institutions	State	Type			Control	Source of Program Funds			Program Participants				Remarks
				Univ	L A	Tchrs C		Federal	Private	Local	Student	Faculty	Facility	Other	
1214	Wisconsin Teacher Internahip Program Continued	Wis St U at Superior	Wis			*	1								
		Wis St U at Whitewater	Wis		*		1								
1216	Ford Found 3 year MA Degree Prog	Lamar Jr C													
		Mesa Jr C													
		Northwestern Jr C													
		Otero Jr C													
		Trinidad Jr C													
		Colorado Women's College	Colo		*		3		*		*			*	
		Loretto Heights College	Colo		*		3								
		Regis C	Colo		*		3								
		U of Denver	Colo	*			3								
		Scottsbluff Jr College													
1217	Far West Lab For Educ Res & Dev	Cal St C at Heyward	Cal		*		1								
		Chico St C	Cal		*		1								
		Fresno St C	Cal		*		1								
		Humboldt St C	Cal		*		1								
		San Francisco St C	Cal		*		1	*		*	*	*	*		
		San Jose St C	Cal		*		1								

Code	Name of Cooperative	Participating Institutions	State	Type			Control	Source of Program Funds			Program Participants				Remarks
				Univ	L A	Tchrs C		Federal	Private	Local	Student	Faculty	Facility	Other	
1217	Far West Lab For Educ Res & Dev	Sonoma St C	Cal			*	1								
		Stanford U	Cal	*			2								
		U of Cal at Berkeley	Cal	*			1								
		U of Nevada	Nev	*			1								
1221	Union For Res & Exp in Higher Educ	Ill Tchrs C Chicago North	Ill			*	1								
		Shimer C	Ill		*		2								
		Nasson C	Me		*		2								
		Wayne St U	Mich	*			1								
		Stephens C	Mo				2								
		Bard C	N Y		*		2								
		Hofstra U	N Y		*		2								
		Sarah Lawrence College	N Y		*		2								
		Antioch C	Ohio		*		2								
		Goddard C	Vt		*		2			*				*	
1250	6-year Prog in Prof Educ	Central Conn St C	Conn			*	1								
		Danbury St C	Conn			*	1				*				
		Southern Conn St C	Conn			*	1								
		U of Conn	Conn	*			1								
		U of Maine	Me	*			1								
		Boston U	Mass	*			2								
		Springfield C	Mass		*		2								
		U of New Hampshire	N H	*			1								

Code	Name of Cooperative	Participating Institutions	State	Type			Control	Source of Program Funds			Program Participants				Remarks
				Univ	L A	Tchrs C		Federal	Private	Local	Student	Faculty	Facility	Other	
1250	6-year Prog in Prof Educ Continued	U of N H Plymouth St C	N H			+	1				+				
		Rhode Island C	R I			+	1								
		U of Vt & St Agric C	Vt	+			1				+	+	+		
1251	Union List of Periodicals	Borgess Hosp													
		Bronson Hosp													
		Kalamazoo Art Center													
		Kalamazoo Pub Library													
		Kalamazoo Mun Resch Center													
		Upjohn Co.													
		Kalamazoo Board of Educ													
		W J Upjohn Assoc													
		Kalamazoo C	Mich		+		3								
		Nazareth C	Mich		+		3								
		Western Mich U	Mich		+		1		+				+		
1253	Traveling Workshop	Loretto Heights College	Colo		+		3								
		Barat C of Sacred Heart	Ill		+		3								
		St. Mary's C	Ind		+		3								
		C of St. Teresa	Minn		+		3								
		Maryville C Sacred Heart	Mo		+		3								

Code	Name of Cooperative	Participating Institutions	State	Type			Control	Source of Program Funds			Program Participants				Remarks
				Univ	L A	Tchrs C		Federal	Private	Local	Student	Faculty	Facility	Other	
1253	Traveling Workshop Continued	Notre Dame C	Mo		*		3				*				
		Webster C	Mo		*		3								
		Brentwood C	N Y			*	3								
		Marylhurst C	Oreg		*		3								
		Dominican C	Wis		*		3								
		Edgewood C Sacred Heart	Wis			*	3								
1258	Engnr Educ Improvement Comte	Stout St U	Wis			*	1								
		U of Wis Madison	Wis	*			1				*				
		U of Wis Milw	Wis	*			1								
		Wis St U at Eau Claire	Wis			*	1								
		Wis St U at La Crosse	Wis			*	1								
		Wis St U at Oshkosh	Wis			*	1								
		Wis St U at Platteville	Wis		*		1								
		Wis St U at River Falls	Wis			*	1								
		Wis St U at Superior	Wis			*	1								
		Wis St U at Whitewater	Wis		*		1								
1259	UMCP-Minn College Faculty Exch Program	Tuskegee Inst	Ala		*		2								
		Paine C	Ga		*		3								
		Spelman C	Ga		*		3								
		Xavier C	La		*		3								
		Carleton C	Minn		*		3		*	*		*			

Code	Name of Cooperative	Participating Institutions	State	Type			Control	Source of Program Funds			Program Participants				Remarks
				Univ	L A	Tchrs C		Federal	Private	Local	Student	Faculty	Facility	Other	
1259	UNCF-Minn College Faculty Exch Program Continued	C of St. Thomas	Minn		*		3								
		Hamline U	Minn		*		3								
		Macalester C	Minn		*		3								
		Benedict C	S C		*		3								
		Knoxville C	Tenn		*		3								
		Lane C	Tenn		*		3		*			*			
1260	Grad Theol Union	UN Santa Clara Alma C													
		Starr King Sch													
		Berkeley Bapt Div School	Cal				3		*	*	*	*	*	*	
		Church Div School of the Pacific	Cal				3								
		Grad Theol Union	Cal				2								
		Pacific Luth Theol Sem	Cal				3		*	*	*	*	*	*	
		Pacific School of Religion	Cal				3		*	*	*	*	*		
		St. Alberts C	Cal				3								
		St. Patricks C	Cal				3								
		San Francisco Theol Sem	Cal				3								
		Stanford U	Cal	*			2								
		U of Cal at Berkeley	Cal	*			1				*				
1261	The Inter-University Council	Arlington St C	Tex		*		1							*	
		Baylor U	Tex	*			3								
		Bishop C	Tex		*		3		*	*		*	*	*	

Code	Name of Cooperative	Participating Institutions	State	Type			Control	Source of Program Funds			Program Participants				Remarks
				Univ	L A	Tchrs C		Federal	Private	Local	Student	Faculty	Facility	Other	
1261	The Inter-University Council Continued	North Tex St U	Tex	+			1		+	+	+	+	+		
		Southern Meth U	Tex	+			3		+				+		
		Texas Christian U	Tex	+			3		+				+		
		Texas Wesleyan C	Tex		+		3		+	+	+	+	+		
		Texas Woman's U	Tex	+			1		+	+			+		
		U of Dallas	Tex		+		3								
		U of Texas	Tex	+			1							+	
		Baylor U C of Dentistry	Tex	+			3								
		Baylor U Med C	Tex	+			3								
1262	Central States University Inc.	Northern Ill U	Ill	+			1	+		+	+	+	+	+	
		Southern Ill U	Ill	+			1								
		DePauw U	Ind		+		2								
		St C of Iowa	Iowa			+	1								
		Northern Mich U	Mich			+	1	+		+	+	+	+		
		Western Mich U	Mich		+		1	+			+	+	+		
		Bowling Green St U	Ohio	+			1								
		John Carroll U	Ohio		+		3	+							
		Kent St U	Ohio	+			1	+					+		
		Miami U	Ohio	+			1	+		+	+	+			
		Ohio U	Ohio	+			1								
		U of Toledo	Ohio	+			1								
1263	Central States College Assn	Augustana C	Ill		+		3		+		+	+	+		
		Ill Wesleyan U	Ill		+		3								
		MacMurray C	Ill		+		3		+	+	+	+	+		
		Millikin U	Ill		+		3		+	+	+	+	+		
		Mundelein C	Ill		+		3								
		Manchester C	Ind		+		3								

				Type				Source of Program Funds			Program Participants				
Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Student	Faculty	Facility	Other	Remarks
1263	Central States College Assn Continued	Luther C	Iowa		+		3								
		Simpson C	Iowa		+		3								
		Alma C	Mich		+		3			+	+	+			
		Gustavus Adolphus C	Minn		+		3								
		St. John's U	Minn		+		3		+	+	+	+	+	+	
		Carroll C	Wis		+		3								
1270	CSU-ANL Honors Program	Northern Ill U	Ill	+			1								
		Southern Ill U	Ill	+			1								
		DePauw U	Ind		+		2								
		St C of Iowa	Iowa			+	1								
		Mich Tech U	Mich	+			1	+			+	+			
		Northern Mich U	Mich												
		Western Mich U	Mich		+		1								
		Bowling Green St U	Ohio	+			1								
		John Carroll U	Ohio		+		3								
		Kent St U	Ohio	+			1								
		Miami U	Ohio	+			1								
		Ohio U	Ohio	+			1								
		U of Toledo	Ohio	+			1								
1271	Program of Educ For C & U Teaching	Reed C	Oreg		+		2								
		Central Wash St College	Wash			+	1								
		Eastern Wash St College	Wash			+	1								
		Gonzaga U	Wash		+		3								

Code	Name of Cooperative	Participating Institutions	State	Type			Control	Source of Program Funds			Program Participants				Remarks
				Univ	L A	Tchrs C		Federal	Private	Local	Student	Faculty	Facility	Other	
1275	Appalachia Educ Lab.	University of Kentucky	Ky	+			1								
		Marietta C	Ohio		+		2								
		Ohio University	Ohio	+			1	+		+	+	+	+		
		Rio Grande C	Ohio		+		3								
		Penn. St U	Pa	+			1								
		U of Chatt	Tenn		+		2								
		U Tenn at KV	Tenn	+			1								
		Radford C	Va			+	1								
		Marshall U	W Va		+		1								
		Morris Harvey C	W Va		+		2								
		Shepherd C	W Va			+	1								
		W Va U	W Va	+			1					+	+		
		W Va Wesleyan C	W Va												
1277	Student Dev.	Westmont C	Cal.		+		2								
		Shimmer C	Ill.		+		2								
		Earlham C	Ind.		+		3								
		Sacred Heart C	Kans.		+		3								
		Nasson C	Me.		+		2								
		Western New England C	Mass.				2								
		Wm. J. Bryan C	Tenn.		+		2								
		Malone C	Ohio		+		3								
		Messah C	Pa.			+	3								
		Morris C	S C		+		3								
		Goddard C	Vt.		+		2	+		+					
		Eastern Mennonite C	Va.		+		3								
		Salem C	W Va		+		3								

Code	Name of Cooperative	Participating Institutions	State	Type			Control	Source of Program Funds			Participants				Remarks
				Univ	L A	Tchrs C		Federal	Private	Local	Student	Faculty	Facility	Other	
1279	Guadalajara Project	U. of Arizona	Ariz.	+			1		+		+				
		U. of Cal. Los Angeles	Cal.	+			1								
		U. of S. Cal.	Cal.	+			2								
		Colorado State U.	Colo.	+			1								
		U. of Colo.	Colo.	+			1								
		U. of Denver	Colo	+			3								
		U. of Kan.	Kans.	+			1	+	+		*	+			
		Tulane U. of La.	La.	+			2								
		U. of N Mex	N M	+			1								
		Rice U.	Tex	+			2								
		U. of Dallas	Tex.		+		3								
		U. of Texas	Tex.	+			1	+	+			+			
		U. de Guadalajara													
1281	CTRL Mid-western Reg Ed Lab	E. Kentucky St C	Ky			+	1								
		Morehead St C	Ky			+	1								
		Murray St C	Ky			+	1								
		W. Ky St C	Ky			+	1								
		St. Louis U.	Mo.	+			3								
		U. Mo. at Columbia	Mo.	+			1								
		Wash. U.	Mo.	+			2								

				Type				Source of Program Funds			Program Participants				
Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Student	Faculty	Facility	Other	Remarks
1281	CTRL Mid-western Reg Ed. Lab Continued	Webster C	Mo.		+		3								
		G. Peobody C	Tenn			+	2								
		Le Moyne C	Tenn		+		2								
		Memphis St U	Tenn		+		1								
		Middle Tenn St U	Tenn			+	1								
		U of Chattanooga	Tenn		+		2	+	+						
1282	AMU-ANL Predoctoral Program	Ill. Institute of Tech.	Ill				2								
		Indiana U	Ind	+			1								
		Iowa St U of Sci & Tech	Iowa	+			1								
		Kans St U Ag & App Sci	Kans	+			1								
		U of Iowa	Iowa	+			1								
		Mich St U	Mich	+			1								
		MichTech U	Mich				1	+			+	+			
		U of Mich	Mich	+			1								
		U of Minn Mnpl St. Paul	Minn	+			1								
		U Missouri at Columbia	Mo	+			1								
		U of Nebr	Nebr	+			1								
		Carnegie Inst Tech	Pa	+			2								
		Marquette U	Wis	+			3								
		UW Madison	Wis	+			1								

				Type				Source of Program Funds			Program Participants				
Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Student	Faculty	Facility	Other	Remarks
1292	Gulf Coast Res Lab	Auburn U	Ala	+			1								
		LA St U & A & M C	La	+			1	+		+	+	+	+		
		Nthest La St C	La		+		1								
		Nthwstrn St C	La		+		1								
		Belhaven C	Miss		+		3								
		Delta St C	Miss			+	1								
		Millsaps C	Miss		+		3								
		Miss St C for Women	Miss		+		1								
		Miss St C	Miss	+			1								
		U of Miss	Miss	+			1								
		U of S Miss	Miss		+		1								
		William Cary C	Miss		+		3								
		NW Missouri St C	Mo			+	1								
		Lambuth C	Tenn		+		3								
		Tenn Wesleyan C	Tenn		+		3								
1294	Minn Private Col Council	Augsburg C	Minn		+		3								
		Bethel C & Sem	Minn				3								
		Carlton C	Minn		+		2		+	+	+		+		
		C of St. Benedict	Minn		+		3								
		C of St. Catherine	Minn		+		3								
		C of St. Scholastica	Minn		+		3								

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				Univ	L A	Tchrs C		Federal	Private	Local	Student	Faculty	Facility	Other	
1294	Minn Private C Council	C of St.Teresa	Minn		+		3								
		C of St.Thomas	Minn		+		3								
		Concordia C Morehead	Minn		+		3								
		Gustavus Adolphus C	Minn		+		3								
		Hamline U	Minn		+		3								
		Macalester C	Minn		+		2								
		St.John U	Minn		+		3								
		St. Mary's C	Minn		+		3								
		St. Olaf C	Minn		+		3								
1300	Agreement with GRCSW	U of Ark	Ark	+			1								
		Tulane U of La	La	+			2								
		N M St U	N M	+			1	+	+		+	+	+		
		Okla St U Agri & App Sci	Okla	+			1								
		U of Okla	Okla	+			1								
		Grad Res Ctr													
		Austin C	Tex		+		3								
		Bishop C	Tex		+		3								
		Rice U	Tex	+			2								
		S Meth U	Tex	+			3								
		Tex ChristianU	Tex	+			3								
		Tex Wesleyan C	Tex		+		3								

				Type				Source of Program Funds			Program Participants				
Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Student	Faculty	Facility	Other	Remarks
1300	Agreement with GRCSW continued	Tex Womans U	Tex	+			1								
		U of Dallas	Tex		+		3								
		U of Tex	Tex	+			1								
1302	Project Opportunity	Spring Hill C	Ala		+		3								
		Tuskegee Inst.	Ala		+		2								
		Morehouse C	Ga		+		2								
		Spelman C	Ga		+		3								
		Berea C	Ky		+		2								
		Centre C of Ky	Ky		+		2								
		Transylvania C	Ky		+		2								
		Tulane U of LA	La	+			2								
		Tougaloo C	Miss		+		2								
		Davidson C	N C		+		3								
		Duke U	N C	+			2								
		N C St U at Raleigh	N C	+			1								
		Fisk U	Tenn		+		2								
		Mary Baldwin C	Va		+		3								
		U of Va	Va	+			1		+						
		Vanderbilt U	Tenn	+			2								
1310	Piedmont U Center	Agri & Tech C of NC	N C		+		1								
		Belmont AbbeyC	N C		+		3								
		Bennett C	N C		+		3								
		Catawba C	N C		+		3								
		Davidson C	N C		+		3								
		Elon C	N C		+		2								

Code	Name of Cooperative	Participating Institutions	State	Type			Control	Source of Program Funds			Program Participants				marks
				Univ	L A	Tchrs C		Federal	Private	Local	Student	Faculty	Facility	Other	
1310	Piedmont U Center cont.	Greensboro C	N C		+		3		+					+	
		Guilford C	N C		+		3		+	+	+	+			
		High Point C	N C		+		3		+	+	+				
		John C Smith U	N C		+		3		+	+				+	
		Lenoir-Rhyne C	N C		+		3								
		Livingstone C	N C		+		3								
		Mars Hill C	N C		+		3								
		Pfeiffer C	N C		+		3								
		Salem C	N C		+		3								
		Wake Forest C	N C	+			3		+	+					
		Winston-Salem St C	N C			+	1								
1312	Pacific NW Computer Center	U of Alaska	Alas	+			1								
		U of Idaho	Ida	+			1								
		Montana St U	Mont	+			1								
		Oregon St U	Oreg	+			1								
		U of Oregon	Oreg	+			1								
		Skagit Valley C													
		Central Wash St C	Wash			+	1								
		Eastern Wash St C	Wash			+	1								
		Gonzaga U	Wash		+		3								
		Pacific Luth U	Wash		+		3								
		Seattle U	Wash		+		3								
		U of Wash	Wash	+			1	+					+		
		Walla Walla C	Wash		+		3								
		Wash St U	Wash	+			1								
		Western Wash St C	Wash			+	1								
		Whitman C	Wash		+		2								
		U of British Columbia													

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				Univ	L A	Tchrs C		Federal	Private	Local	Student	Faculty	Facility	Other	
1320	Nebhe, Nursing	Danbury St C	Conn			+	1								
		U of Bridgeport	Conn		+		2								
		U of Conn	Conn	+			1								
		Yale U	Conn	+			2								
		U of Maine	Me	+			1								
		Atlantic Union C	Mass		+		3								
		Boston C	Mass	+			3								
		Northeastern U	Mass	+			2	+	+	+		+			
		Simmons C	Mass		+		2								
		St C at Fitchburg	Mass			+	1								
		U Mass Amherst	Mass	+			1								
		St Anselms C	N H		+		3								
		U of N H	N H	+			1								
		Salve Regina C	R I		+		3								
		U of R I	R I	+			1								
		Castleton St C	Vt			+	1								
		U of Vt & St Agri C	Vt	+			1								
1330	No Consortium Name	Ariz St U	Ariz	+			1								
		U of Ariz	Ariz	+			1								
		Adams St C	Colo			+	1								
		Colo St U	Colo	+			1								
		U of Colo	Colo	+			1					+			
		Mont St U	Mont	+			1								
		U of Mont	Mont	+			1								
		E N Mex U	N M		+		1								
		N Mex Highlands U	N M			+	1								
		U of N Mex	N M	+			1								

				Type				Source of Program Funds			Program Participants				
Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Student	Faculty	Facility	Other	Remarks
1330	No Consortium Name	W N Mex U	N M			+	1								
		Oregon C	Oreg			+	1								
		Oregon St U	Oreg	+			1								
		Portland St C	Oreg		+		1								
		U of Oregon	Oreg	+			1								
		U of Utah	Utah	+			1								
		Utah St U	Utah	+			1								
		U of Wyoming	Wyo	+			1								
1332	American U Field Staff	U of Ala	Ala	+			1		+				+		
		Cal Inst of Tech	Cal				2								
		Depauw U	Ind		+		2								
		Earlham C	Ind		+		2								
		Hanover C	Ind		+		3								
		Indiana U	Ind	+			1								
		Marian C Inpl	Ind		+		3								
		St Mary's C	Ind		+		3								
		St. Mary of the Woods C	Ind		+		3								
		U of Notre Dame	Ind	+			3								
		U of Kans	Kans	+			1								
		La St U & A & M C	La	+			1								
		Tulane U of La	La	+			2								
		Harvard U	Mass	+			2								
		Mich St U	Mich	+			1								
		Carleton C	Minn		+		2								
		Dartmouth C	N H		+		2								
		Brown U	R I		+		2		+	+				+	
		U W Madison	Wis	+			1								

				Type				Source of Program Funds			Program Participants				
Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Student	Faculty	Facility	Other	Remarks
1333	Assn Rocky Mt U Inc	Ariz St U	Ariz	+			1								
		U of Ariz	Ariz	+			1								
		Colo School of Mines	Colo				1								
		Colo St U	Colo	+			1	+			+	+	+		
		U of Colo	Colo	+			1	+		+			+		
		U of Denver	Colo	+			3	+		+	+	+			
		US Atomic E Com													
		Idaho St U	Ida		+		1								
		U of Idaho	Ida	+			1								
		Mont Col Minrl Sci & Tech	Mont				1								
		Mont St U	Mont	+			1								
		U of Mont	Mont	+			1								
		U of Nevada	Nev	+			1	+							
		N M St U	N M	+			1	+		+	+	+	+		
		U of N M	N M	+			1	+		+	+	+	+		
		Brigham Young U	Utah	+			3								
		U of Utah	Utah	+			1	+	+	+					
		Utah St U	Utah	+			1								
		U of Wyoming	Wyo	+			1	+		+					
1334	Kans City Reg Council H Ed	Baker U	Kans		+		3								
		Mt St. Scholastica C	Kans		+		3								
		Ottawa U	Kans		+		3								
		St. Benedict C	Kans		+		3								
		St. Mary's C	Kans		+		3		+	+	+	+	+		
		Metrop Jr C													
		Coty C													

Code	Name of Cooperative	Participating Institutions	State	Type			Control	Program Funds			Participants				Remarks
				Univ	L A	Tchrs C		Federal	Private	Local	Student	Faculty	Facility	Other	
1334	Kans City Reg Council H Ed Continued	Avila	Mo		+		3		+	+	+	+			
		Ctrl Mo St C	Mo			+	1								
		Kans City Art Inst.	Mo				2		+	+					
		Mo Valley C	Mo		+		3		+	+					
		NW Mo St C	Mo												
		Park C	Mo		+		3								
		Rockhurst C	Mo		+		3								
		St. Pauls Sch of Theology	Mo				3		+	+					
		Tarkio C	Mo		+		3		+	+					
		U of Mo At Kans City	Mo	+			1								
		Wm. Jewell C	Mo		+		3		+			+	+		
1341	Ass. C Chicago Area	Argonne Ntl Lab													
		St. Dominic C													
		Aurora C	Ill		+		3								
		Barat C of the Sacred Heart	Ill		+		3					+	+		
		C of St. Francis	Ill		+		3								
		Concordia T C	Ill			+	3						+		
		Elmhurst C	Ill		+		3			+				+	
		George Williams	Ill		+		2								
		Judson C	Ill		+		2				+	+	+		
		Lake Forest C	Ill		+		3								
		Lewis C	Ill		+		3								
		Mundelein C	Ill		+		3								
		N Ctrl C	Ill		+		3								
		N Park C & Theo Sem	Ill				3								
		Olivet Nazarene C	Ill		+		3								

Code	Name of Cooperative	Participating Institutions	State	Type Univ	 L A	 Tchrs	Control	Program Funds Federal	 Private	 Local	Participants Student	 Faculty	 Facility	 Other	Remarks
1341	Ass C Chicago Area Continued	Rosary C	Ill		+		3								
		St. Procopius C	Ill		+		3		+	+		+	+		
		St. Xavier C	Ill		+		3								
		Trinity C	Ill		+		2								
		Wheaton C	Ill		+		2		+			+		+	
1350	NSF Neb Coop Col Prg	York C													
		McCook Jr C													
		Fairbury Jr C													
		Norfolk Jr C													
		Scottsbluff Jr C													
		Chadron St C	Nebr			+	1								
		C of St Mary	Nebr		+		3								
		Concordia TC	Nebr			+	3								
		Creighton U	Nebr	+			3								
		Dana C	Nebr		+		3								
		Doane C	Nebr		+		3								
		Duchesne C of Sacred Heart	Nebr		+		3								
		Hastings C	Nebr		+		3								
		Kearney St C	Nebr			+	1								
		Midland C	Nebr		+		3								
		Municipal U of Omaha	Nebr		+		1								
		Nebr Wesleyan U	Nebr		+		3								
		Peru St C	Nebr			+	1								
		Union C	Nebr		+		3								
		U of Nebr	Nebr	+			1	+		+		+			
		Wayne St C	Nebr			+	1								
1352	Wiche Student Prg	U of Alaska	Alas	+			1								
		N Ariz U	Ariz			+	1								
		U of Ariz	Ariz	+			1	+	+		+				

				Type				Program Funds			Participants				
Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Student	Faculty	Facility	Other	Remarks
1352	Wiche Student Prgg	Adams St C	Colo			+	1								
		Colo St U	Colo	+			1								
		U of Colo	Colo	+			1				+				
		U of Hawaii	Hawa												
		Ida St U	Ida		+		1								
		E N M U	N M		+		1								
		N M Highlands U	N M			+	1								
		N M St U	N M	+			1								
		U of N M	N M	+			1								
		Western N M U	N M			+	1								
		Oregon C of Educ	Oreg			+	1								
		Oregon St U	Oreg	+			1								
		Portland St C	Oreg		b										
		S. Oregon C	Oreg			+	1								
		U of Oregon	Oreg	+			1								
		U of Utah	Utah	+			1								
		Utah St U	Utah	+			1								
		U of Wyoming	Wyo	+			1								
1361	Coordinating Board Texas	Angelo St C	Tex		+		1								
		Arlington St C	Tex		+		1								
		E Tex St C	Tex			+	1								
		Lamar St C Tech	Tex		+		1								
		Midwestern U	Tex		+		1								
		N Tex St U	Tex	+			1				+	+	+		
		Pan American C	Tex		+		1								
		Prairie View A & M C	Tex		+		1								
		Sam Houston St C	Tex		+		1								
		SW Tex St C	Tex			+	1								
		Stephen F. Austin St C	Tex		+		1								
		Sul Ross St C	Tex			+	1								

				Type				Program Funds			Participants				
Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Student	Faculty	Facility	Other	Remarks
1361	Coordinating Board Texas Continued	Tarleton St C	Tex		+		1								
		Tex A&M U	Tex	+			1								
		Tex C Arts Ind	Tex		+		1								
		Tex S. U	Tex		+		1								
		Tex Tech C	Tex	+			1								
		Tex W C	Tex				1								
		Tex Womans U	Tex	+			1								
		U of Houston	Tex	+			1								
		U of Tex	Tex	+			1								
		W. Tex St U	Tex			+	1								
1372	US-India Womens C Exch PG	Conn C	Conn		+		2								
		Agnes Scott C	Ga		+		2								
		Goucher C	Md		+		2								
		Hood C	Md		+		2								
		Mt Holyoke C	Mass		+		2								
		Wheaton C	Mass		+		2								
		Bennet C													
		Columbia U Barnard C	N Y	+			2								
		Elmira C	N Y		+		2								
		Bennett C	N C		+		3								
		Queens C	N C		+		3	+	+			+			
		Western C for Women	Ohio		+		2								
		Mary Baldwin C	Va		+		3								
		Randolph Macon C	Va		+		3								
		R. Macon C for Women	Va		+		3								
		Sweet Briar C	Va		+		3								
		U of Va Mary Wash C	Va		+		2	+	+	+		+			
		Indrapraprastha C WMN													

				Type				Program Funds			Participants				
Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Student	Faculty	Facility	Other	Remarks
1372	US-India Wmns C Exch PG Continued	Isabella Thoburn	India												
		Maharnis C	India												
		U C for Wmn	India												
		Wmn Christn C	India												
		Miranda House	India												
1380	U Ctr in Va	Bridgewater C	Va		+		3		+					+	
		C of Wm & Mary	Va		+		1								
		Hampden Sydney C	Va		+		3								
		Hampton Inst.	Va		+		2								
		Hollins C	Va		+		2		+	+				+	
		Longwood C	Va			+	1								
		Lynchburg C	Va		+		3								
		Madison C	Va			+	1								
		Mary Baldwin C	Va		+		3								
		Med C of Va	Va				1								
		Presbyt. Sch Chris Ed	Va				3								
		Randolph MaconC	Va		+		3								
		Randolph M Wm C	Va		+		3								
		Rishmond Prof In	Va				1								
		St Pauls C	Va		+		3								
		Sweet Briar C	Va		+		2								
		Union Theo Sem	Va				3	+	+		+	+	+		
		U of Richmond	Va		+		3								
		U of Va	Va	+			1								
		U of Va Mary Wash C	Va												
		Va Mil. Inst	Va				1								
		Va State C	Va		+		1								
		Va Union U	Va		+		3								
		Wash & Lee U	Va		+		2		+	+				+	

				Type				Program Funds			Participants				
Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Student	Faculty	Facility	Other	Remarks
1391	St U of NY	Alfred UC of Ceramics	N Y		+		2								
		Suny C of Ag at Cornl	N Y	+			2								
		Suny C Home Ec Cornel	N Y	+			2								
		Suny Ind Labr Rel Cornl	N Y	+			2								
		Suny Vet C at Cornell	N Y	+			2								
		St U N Y All In	N Y	+							+	+	+		
		Suny C Brockport	N Y			+	1								
		Suny C Buffalo	N Y			+	1								
		Suny C Portland	N Y			+	1								
		Suny C of Forest	N Y				1								
		Suny C Fredonia	N Y			+	1								
		Suny C Geneseo	N Y			+	1								
		Suny C New Paltz	N Y			+	1								
		Suny C Oneonta	N Y			+	1								
		Suny C Oswego	N Y			+	1								
		Suny C Plattsburgh	N Y			+	1								
		Suny C Potsdam	N Y			+	1								
		Suny Downstate Med Ctr	N Y				1								
		Suny Grad Sch Pub Aff	N Y				1								
		Suny Maritime C	N Y				1								
		Suny St U Albany	N Y		+		1								
		Suny St U Binghamtn	N Y		+		1								
		Suny St U Buff.	N Y	+			1								
		Suny St U Stony Brk	N Y				1								
		Suny Upst Med Ctr	N Y				1								

				Type				Program Funds			Participants				
Code -	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Student	Faculty	Facility	Other	Remarks
1392	Ass C of Ill	Augustana C	Ill		+		3								
		Aurora C	Ill		+		3								
		Barat C of Sacred Heart	Ill		+		3			+	+				
		Blackburn C	Ill		+		2								
		C of St. Francis	Ill		+		3								
		Elmhurst C	Ill		+		3								
		Eureka C	Ill		+		3								
		George Wms C	Ill		+		2								
		Greenville C	Ill		+		3								
		Ill C	Ill		+		2								
		Ill Wesleyan C	Ill		+		3								
		Knox C	Ill		+		2								
		Lake Forest C	Ill		+		3								
		Lincoln Christn.	Ill				3								
		MacMurray C	Ill		+		3								
		Millikin U	Ill		+		3								
		Monmouth C	Ill		+		3								
		Mundelein C	Ill		+		3								
		Nat. C of Ed	Ill			+	2								
		North Ctrl C	Ill		+		3								
		N Park C & Theo Sem	Ill				3								
		Olivet Nazarene	Ill				3								
		Principia C	Ill		+		2								
		Quincy C	Ill		+		3								
		Roosevelt U	Ill		+		2								
		Rosary C	Ill		+		3								
		Shimer C	Ill		+		2								

Code	Name of Cooperative	Participating Institutions	State	Univ	LA	Tchrs C	Control	Federal	Private	Local	Student	Faculty	Facility	Other	Remarks
1400	New Eng C Fund Inc	Conn C	Conn		+		2								
		Fairfield U	Conn		+		3								
		Wesleyan U	Conn		+		2								
		Bates C	Me		+		2								
		Bowdoin C	Me		+		2								
		Colby C	Me		+		2								
		Amherst C	Mass		+		2								
		Boston C	Mass	+			3								
		Clark U	Mass		+		2								
		Holy Cross C	Mass		+		3								
		Emmanuel C	Mass		+		3								
		Mt Holyoke C	Mass		+		2								
		Radcliffe C	Mass		+		2								
		Regis C	Mass		+		3								
		Simmons C	Mass		+		2								
		Smith C	Mass		+		2								
		Tufts U	Mass	+			2								
		Wellesley C	Mass		+		2								
		Wheaton C	Mass		+		2								
		Williams C	Mass		+		2								
		Dartmouth C	N H		+		2								
		St Anslem C	N H		+		3								
		Providence C	R I		+		3								
		Middlebury C	Vt		+		2								
		Norwich U	Vt		+		2		+			+			
		St Michael C	Vt		+		3								
1411	Bachelor-Master Prg	Auburn U	Ala	+			1								
		U of Colo	Colo	+			1								
		Ill Inst of Tch	Ill				2								
		Indiana U	Ind	+			1								
		Purdue U	Ind	+			1				+				
		Kans St U Ag & App Sci	Kans	+			1								

				Type				Program Funds							
Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Students	Faculty	Facility	Other	Remarks
1411	Bachelor-Master Prg	Harvard U	Mass	+			2								
		MIT	Mass	+			2								
		Gen Motors Ins.	Mich				2				+				
		Mich St U	Mich	+			1								
		U of Mich	Mich	+			1								
		Wayne St U	Mich	+			1								
		Cornell U	N Y	+			2								
		N Y U	N Y	+			2								
		Rensselaer Poly Inst	N Y	+			2								
		Suny St U Buff	N Y	+			1								
		NC C at Durham	N C		+		1								
		Case Inst Of T	Ohio				2								
		Ohio St U	Ohio	+			1								
		U of Cincinnati	Ohio	+			1								
		U of Toledo	Ohio	+			1								
		Carnegie Inst Tech	Pa	+			2								
		Brown U	R I		+		2								
		U of Tenn All Campuses	Tenn	+			1								
		Tex A&M U	Tex	+			1								
		Marquette U	Wis	+			3								
		Mcmaster U													
1450	Rocky Mt Sci Council	Kitt Peak Natl Obser													
		Ariz St U	Ariz	+			1								
		U of Ariz	Ariz	+			1								
		Natl Bureau of Standards													
		Martin-Marietta Corp	-												

				Type				Source of Program Funds			Program Participants				
Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Student	Faculty	Facility	Other	Remarks
1450	Rocky Mt Sci Council	Envir Sci Serv Adm													
		Colo Sch of Mines	Colo				1								
		Colo St U	Colo	+			1								
		U of Colo	Colo	+			1								
		U of Denver	Colo	+			3								
		Phillips Petro. Co													
		Ida St U	Ida		+		1								
		U of Ida	Ida	+			1								
		Mont Col Minrl Sci & Tech	Mont				1								
		Mont St U	Mont	+			1								
		U of Nev	Nev	+			1								
		USAF Holloman													
		USAF Kirtland													
		White Sands Missile Base													
		Sacramento Peak Observ													
		Los Alamcs Sci Lab													
		Sandia Corp													
		N M Highlands U	N M			+	1								
		N M St U	N M	+			1								
		U of N M	N M	+			1								
		Thickol Ch.Corps													
		Brigham Young U	Utah	+			3					+	+		
		U of Utah	Utah	+			1								
		Utah St U	Utah	+			1								
		U of Wyo.	Wyo	+			1								
		US Air Force A	US				1								

Code	Name of Cooperative	Participating Institutions	State	Type			Control	Program Funds			Participants				Remarks
				Univ	L A	Tchrs C		Federal	Private	Local	Student	Faculty	Facility	Other	
1470	Ass Midwest U	U of Ariz	Ariz	+			1	+			+	+	+		
		Ill Inst Tech	Ill				2								
		Loyola U	Ill	+			3								
		Northwestern U	Ill	+			2								
		U of Chicago	Ill	+			2								
		U of Ill	Ill	+			2								
		Indiana U	Ind	+			1	+			+	+	+		
		Purdue	Ind	+			1	+					+		
		Notre Dame U	Ind	+			3								
		Iowa St U of Sci & Tech	Iowa	+			1								
		U of Iowa	Iowa	+			1								
		Kans St U Ag & App Sci	Kans	+			1	+					+		
		U of Kans	Kans	+			1	+			+	+	+		
		Mich St U	Mich	+			1								
		Mich Tech U	Mich				1								
		U of Mich	Mich	+			1			+	+		+		
		Wayne St U	Mich	+			1								
		Mayo Foundation													
		U Of Minn MNPLS St Paul	Minn	+			1	+				+	+		
		St. Louis U	Mo	+			3								
		U Mo at Columbia	Mo	+			1								
		Washington U	Mo	+			2								
		U of Nebr	Nebr	+			1								
		Battelle Mem Inst													
		Case Inst of Tech	Ohio				2								
		Ohio St U	Ohio	+			1								
		U of Cincinnati	Ohio	+			1								
		Western Reserve	Ohio	+			2								
		Okla St U Agric & App Sci	Okla	+			1								

Code	Name of Cooperation	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Students	Faculty	Facility	Other	Remarks
1470	Ass Midwest U	Carnegie Inst Tech	Pa	+			2	+						+	
		Pa St U	Pa	+			1								
		Marquette U	Wis	+			3								
		UW Madison	Wis	+			1	+						+	
1480	U Res Assn Inc	Cal Inst of Tech	Cal				2								
		Stanford U	Cal	+			2								
		U of Cal Berkeley	Cal	+			1								
		U of Cal LA	Cal	+			1								
		U of Colo	Colo	+			1								
		Yale U	Conn	+			2								
		Northwestern U	Ill	+			2								
		U of Chicago	Ill	+			2								
		U of Ill	Ill	+			1								
		Indiana U	Ind	+			1								
		Purdue U	Ind	+			1								
		Notre Dame U	Ind	+			3								
		U of Iowa	Iowa	+			1								
		Tulane U of Lousiana	LA	+			2								
		Johns Hopkins U	Md	+			2								
		U of Md	Md	+			1								
		Harvard U	Mass	+			2								
		MIT	Mass	+			2								
		U of Mich	Mich	+			1								
		U of Minn MNPLS St Paul	Minn	+			1								
		Washington U	Mo	+			2								
		Princeton U	N J	+			2								
		Columbia U Main Div	N Y	+			2								
		Cornell U	N Y	+			2								
		Rockefeller U	N Y				2								

Code	Name of Cooperation	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Students	Faculty	Facility	Other	Remarks
1500	Argonne Nat Lab	U Minn MNPLS St Paul	Minn	+			1								
		St. Louis U	Mo	+			3								
		U Mo at Col.	Mo	+			1								
		U Mo at Rolla	Mo	+			1								
		Washington U	Mo	+			2								
		U of Nebr	Nebr	+			1			+	+	+	+		
		U of N D	N D	+			1								
		Case Inst of Tech	Ohio				2								
		Ohio St U	Ohio	+			1								
		Ohio U	Ohio	+			1	+			+	+	+		
		U of Cincinatti	Ohio	+			1								
		W Reserve U	Ohio	+			2								
		Okla St U Agric & App Sci	Okla	+			1								
		Carnegie I Tech	Pa	+			2								
		Pa St U	Pa	+			1								
		Vanderbilt U	Tenn	+			2								
		Marquette U	Wis	+			3								
		UW Madison	Wis	+			1	+					+		
		Air Force Inst Tech	US				1								
1501	Ford Found 3 Yr M A PRG	Barat C of Sacred Heart	Ill		+		3								
		Knox C	Ill		+		2		+		+				
		Lake Forest C	Ill		+		3	+	+		+				
		Monmouth C	Ill		+		3		+		+				
		N Ctrl C	Ill		+		3	+	+		+		+		
		N Park C & Theo Sem	Ill				3								
		Rockfd C	Ill		+		2	+	+		+				
		Rosary C	Ill		+		2								

Code	Name of Cooperation	Participating Institutions	State	Univ	L A	Tchrs C	Control	Program Funds			Participants				Remarks
								Federal	Private	Local	Students	Faculty	Facility	Other	
1480	U Res Assn Inc	U of Rochester	N Y	+			2								
		Duke U	N C	+			2								
		U of NC at Chapel Hill	N C	+			1								
		Carnegie Inst Tech	Pa	+			2	+				+			
		U of Pa	Pa	+			2								
		Rice U	Tex	+			2								
		U of Tex	Tex	+			1					+			
		U of Washington	Wash	+			1								
		UW Madison	Wis	+			1								
1500	Argonne Nat Lab	U of Ariz	Ariz	+			1								
		U of Colo	Colo	+			1								
		Ill Inst of Tech	Ill				2								
		Loyola U	Ill	+			3								
		Northwestern U	Ill	+			2								
		U of Chicago	Ill	+			2	+	+			+	+		
		U of Ill	Ill	+			1								
		Indiana U	Ind	+			1								
		Purdue U	Ind	+			1								
		Notre Dame U	Ind	+			3								
		Iowa St U of Sci & Tech	Iowa	+			1								
		U of Iowa	Iowa	+			1								
		Kans St U Ag & App Sci	Kans	+			1								
		U of Kans	Kans	+			1			+					
		U of Ky	Ky	+			1								
		Mich St U	Mich	+			1								
		Mich Tech U	Mich				1	+			+	+			
		U of Mich	Mich	+			1	+				+	+		
		Wayne St U	Mich	+			1								

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Code	Name of Cooperation	Participating Institutions	State	Univ	L A	Tchrs C	Control	Program Funds			Participants				Remarks
								Federal	Private	Local	Student	Faculty	Facility	Other	
1501	Ford Found 3-Yr MA PRG	St. Xavier C	Ill		+		3		+					+	
		Shimer C	Ill		+		2		+		+				
		U of Chicago	Ill	+			2		+	+	+				
		Wheaton C	Ill		+		2								
		Butler U	Ind	+			2								
		DePauw U	Ind		+		2		+	+	+			+	
		Earlham C	Ind		+		3		+	+	+				
		Valparaiso U	Ind		+		3								
		Wabash C	Ind		+		2								
		Coe C	Iowa		+		2								
		Cornell C	Iowa		+		2								
		Grinnell C	Iowa		+		2								
		Luther C	Iowa		+		3		+	+	+				
		Calvin C	Mich		+		3		+	+	+				
		Hope C	Mich		+		3								
		Kalamazoo C	Mich		+		3		+		+				
		Carleton C	Minn		+		2		+	+	+	+			
		C of St. Cath.	Minn		+		3								
		C of St. Thomas	Minn		+		3								
		St. Olaf C	Minn		+		3								
		Antioch C	Ohio		+		2								
		C of Wooster	Ohio		+		3								
		Denison U	Ohio		+		2		+	+	+		+		
		Kenyon C	Ohio		+		2								
		Oberlin C	Ohio		+		2								
		Wilberforce U	Ohio		+		3								
		Augustana C	S D		+		3								
		Beliot C	Wis		+		2								
		Lawrence U	Wis		+		2		+		+				
		Ripon C	Wis		+		2		+	+	+		+		

Code	Name of Cooperation	Participating Institutions	State	Type			Control	Source of Program Funds			Program Participants				Remarks
				Univ	L A	Tchrs C		Fed.	Pri.	Local	Stud.	Fac.	Facil.	Other	
1502	Reg Council for Internatl Ed	Baldwin-Wallace	Ohio		+		3								
		Bluffton C	Ohio		+		3								
		Defiance C	Ohio		+		2								
		Denison U	Ohio		+		2								
		Findlay C	Ohio		+		3								
		Hiram C	Ohio		+		2								
		Kent St U	Ohio	+			1								
		Malone C	Ohio		+		3								
		Miami U	Ohio	+			1		+			+	+		
		Ohio N U	Ohio		+		3								
		Otterbein C	Ohio		+		3	+	+		+	+			
		U of Akron	Ohio	+			1								
		W C for Wmn	Ohio		+		2	+	+			+			
		Wilmington C	Ohio		+		3								
		Wittenberg U	Ohio		+		3	+	+	+	+	+	+		
		Allegheny C	Pa		+		2								
		Cal St C	Pa			+	1								
		Carnegie I Tech	Pa	+			2								
		Chatham C	Pa		+		2					+			
		Clarion St C	Pa		+		1								
		Duquesne U	Pa	+			3								
		Indiana St C	Pa			+	1								
		Mt Mercy C	Pa		+		3								
		Slippery Rock St C	Pa			+	1								
		Thiel C	Pa		+		3								
		U of Pittsburg	Pa	+			2								
		Wilson C	Pa		+		2								
		Potomas St C of WV U													
		Alderson Broaddus	W Va		+		3								
		Bethany C	W Va		+		2								

				Type				Program Funds			Participants				
Code	Name of Cooperation	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Student	Faculty	Facility	Other	Remarks
1502	Reg Council for Internatl Ed	Bluefield St C	W Va			+	1								
		Concord C	W Va			+	1								
		Davis & Elkins C	W Va		+		3								
		Fairmont St C	W Va			+	1								
		Glenville St C	W Va			+	1								
		W Va U	W Va	+			1								
		W Va Wesleyan C	W Va		+		3								
1503	Oak Ridge Ass U	Auburn U	Ala	+			1	+	+		+	+	+		
		Tuskegee Inst.	Ala		+		2								
		U of Aa	Ala	+			1	+	+		+	+	+		
		U of Ark	Ark	+			1								
		CU of America	DC	+			3								
		Fla St U	Fla	+			1	+		+	+	+	+		
		U of Fla	Fla	+			1								
		U of Miami	Fla	+			2	+			+	+	+		
		Emory U	Ga	+			3	+	+	+	+	+	+		
		Ga Inst of Tech	Ga				1								
		U of Ga	Ga	+			1	+		+	+	+	+		
		U of Ky	Ky	+			1								
		U of Louisville	Ky	+			1	+			+	+	+		
		LA St U & A & M C	La	+			1	+		+	+	+	+		
		Tulane U of LA	La	+			2								
		U of Md	Md	+			1								
		Miss St U	Miss	+			1								
		U of Miss	Miss	+			1								
		Duke U	N C	+			2								
		N C St U, Raleigh	N C	+			1								
		U of NC, Chapel Hill	N C	+			1								
		U of Okla	Okla	+			1	+			+	+	+		

				Type				Source of Program Funds			Program Participants				
Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Student	Faculty	Facility	Other	Remarks
1503	Oak Ridge Ass. U	Clemson U	S C	+			1								
		U of S C	S C	+			1								
		Fisk U	Tenn		+		2				+	+	+		
		Meharry Med C	Tenn				2								
		U Tenn, Knoxville	Tenn	+			1	+	+	+	+	+	+		
		Vanderbilt U	Tenn	+			2								
		N Tex St U	Tex	+			1								
		Rice U	Tex	+			2								
		S Meth U	Tex	+			3								
		Tex A&M U	Tex	+			3	+	+		+	+	+		
		Tex Christn U	Tex	+			3								
		Tex Wmns U	Tex	+			1								
		U of Tex	Tex	+			1								
		Med C of Va	Va				1								
		U of Va	Va	+			1								
		Va Polytech Inst	Va	+			1	+			+	+	+	+	
		W Va U	W Va	+			1								
		U of Puerto Rico	P R	+			1								
1504	Com on Travel Grants	U of Ariz	Ariz	+			1		+		+				
		Cal Inst of Tech	Cal				2								
		Stanford U	Cal	+			2								
		U of Cal,Berkeley	Cal	+			2								
		U of Cal,LA	Cal	+			1								
		U of Cal,Santa Barbara	Cal	+			1								
		U of Colo	Colo	+			1								
		Wesleyan U	Conn		+		2								
		Yale U	Conn	+			2								
		Georgetown U	DC	+			3								
		Fla St U	Fla	+			1								
		Ill Inst of Tech	Ill				2								
		Northwestern U	Ill	+			2								

								Program Funds			Participants				
Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Student	Faculty	Facility	Other	Remarks
1504	Com on Travel Grants	S Ill U	Ill	+			1								
		U of Chicago	Ill	+			2								
		U of Ill	Ill	+			1								
		Indiana U	Ind	+			1								
		Purdue U	Ind	+			1								
		U of Notre Dame	Ind	+			3								
		Iowa St U of Sci & Tech	Iowa	+			1								
		U of Iowa	Iowa	+			1								
		Kans St U Ag & App Sci	Kans	+			1								
		U of Kans	Kans	+			1		+	+	+				
		U of Md	Md	+			1								
		Brandeis U	Mass	+			2								
		Harvard U	Mass	+			2								
		MIT	Mass	+			2								
		Tufts U	Mass	+			2								
		U of Mich	Mich	+			1								
		U of Minn Duluth	Minn	+			1								
		Washington U	Mo	+			2								
		Princeton U	N J	+			2	+	+	+	+	+			
		Col U Main Div	N Y	+			2								
		Cornell U	N Y	+			2								
		Polytech Inst Brooklyn	N Y				2								
		Rensselaer Poly	N Y	+			2								
		Syracuse U	N Y	+			2								
		U of Rochester	N Y	+			2								
		Duke U	N C	+			2								
		Case Inst Tech	Ohio				2								
		Ohio St U	Ohio	+			1								
		Penn St U	Pa	+			1								
		U of Pa	Pa	+			2								

								Program Funds			Participants				
Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Students	Faculty	Facility	Other	Remarks
1504	Com on Travel Grants	Brown U	R I		+		2								
		Vanderbilt U	Tenn	+			2								
		U of Tex	Tex	+			1								
		U of Wash	Wash	+			1	+	+		+		+		
		UW Madison	Wis	+			1								
1505	C Tchrs Res Prg	Howard C	Ala		+		3								
		Cal St Polytech	Cal				1								
		Del St C	Del		+		1								
		Dunbarton C Holy Cross	D C		+		3								
		Gallaudet C	D C		+		2								
		Georgetown U	D C	+			3								
		S Ill U	Ill	+			1								
		Rose Polytech	Ind				2								
		Loyola U	LA	+			3								
		Montgomery Jr C													
		Columbia Union C	Md		+		3								
		Goucher C	Md		+		2								
		Hood C	Md		+		2								
		Loyola C	Md		+		3								
		Mt St. Agnes C	Md		+		3								
		Mt St. Mary's C	Md		+		3								
		U of Md	Md	+			1	+		+		+			
		Wash C	Md		+		2								
		W Md C	Md		+		3								
		U Mass Amherst Campus	Mass	+			1								
		Rockhurst C	Mo		+		3								
		Rutgers St U	N J	+			1								
		Upsala C	N J		+		3								
		Cuny Brooklyn C	N Y		+		1								

Code	Name Of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Program Funds			Participants				Remarks
								Federal	Private	Local	Student	Faculty	Facili	Other	
1505	C Tchrs Res Prg	Colgate U	N Y		+		2								
		Manhattanvl C Sacred Heart	N Y		+		3								
		Polytech Inst Brooklyn	N Y				2								
		St. John U	N Y	+			3								
		Suny St U Binghamin	N Y		+		1								
		Suny St U Buff	N Y	+			1								
		U of Rochester	N Y	+			2								
		U of NC, Chapel Hill	N C	+			1								
		Wake Forest C	N C	+			3								
		Oberlin C	Ohio		+		2								
		Juniata C	Pa		+		3								
		Lafayette C	Penn		+		3								
		US Air Force A	US				1								
		US Naval A	US				1								
		Natl Eng U	Peru												
		U Laval	Canada												
		U of Saskatchewan													
1506	W Data Processing Ctr	U of Alaska	Alas	+			1								
		Ariz St U	Ariz	+			1								
		U of Ariz	Ariz	+			1								
		Cal St C Sys													
		Cal Inst Tech	Cal				2								
		Cal Luth C	Cal		+		3								
		Cal Maritime A	Cal				1								
		Cal St C Fullerton	Cal		+		1								
		Cal St C Hayward	Cal		+		1								
		Cal St C Long Bch	Cal		+		1								

Code	Name of Cooperative	Participating Institutions	State	Type			Control	Source of Program Funds			Program Participants				Remarks
				Univ	L A	Tchrs C		Federal	Private	Local	Student	Faculty	Facility	Other	
1506	W. Data Processing Ctr	Cal St C LA	Cal		+		1								
		Cal St Poly C	Cal				1								
		Chico St C	Cal		+		1								
		Fresno St C	Cal		+		1								
		Humboldt St C	Cal		+		1								
		Sacramento St C	Cal		+		1								
		San Diego St C	Cal		+		1								
		San Fernando Vly St C	Cal		+		1								
		San Francisco St	Cal		+		1								
		San Jose St C	Cal		+		1								
		Chapman C	Cal		+		3								
		Claremnt Grad Sch & U Ctr	Cal		+		2								
		Immaculate Heart	Cal		+		3								
		La Sterra C	Cal		+		3								
		Loma Linda U	Cal				3								
		Mt St Marys C	Cal		+		3								
		Pacific Union C	Cal		+		3								
		Pasadena C	Cal		+		3								
		Pepperdine C	Cal		+		2								
		Pomona C	Cal		+		2								
		Stanford U	Cal	+			2								
		U of Cal, Berkeley	Cal	+			1								
		U of Cal C of Med	Cal	+			1								
		U of Cal Davis	Cal	+			1								
		U of Cal Irvine	Cal	+			1								
		U of Cal La	Cal	+			1								
		U of Cal Riverside	Cal	+			1								
		U of Cal San Diego	Cal	+			1								

Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Student	Faculty	Facility	Other	arks
1506	W Data Processing Ctr continued	U of Cal S Fran	Cal	+			1								
		U of Cal S Bar.	Cal	+			1								
		U of Pacific	Cal	+			3								
		U of Redlands	Cal		+		3								
		U of S Fran	Cal		+		3								
		U of S Clara	Cal		+		3								
		U of So Cal	Cal	+			2								
		W Coast U	Cal				2								
		Whittier C	Cal		+		2								
		Colo Sch of Mines	Colo				1								
		Colo St C	Colo			+	1								
		Colo St U	Colo	+			1								
		Fort Lewis C	Colo		+		1								
		U of Colo	Colo	+			1								
		U of Denver	Colo	+			3								
		U of Hawaii	Hawa	+			1								
		C of Ida	Ida		+		3								
		Ida St U	Ida		+		1								
		U of Ida	Ida	+			1								
		Loyola U	Ill	+			3								
		Mont St U	Mont	+			1								
		U of Mont	Mont	+			1								
		U of Nev	Nev	+			1								
		N M Highlands U	N M			+	1								
		N M St U	N M	+			1								
		U of N M	N M	+			1	+	+		+				
		Oregon St U	Oreg	+			1								
		Pacific U	Oreg		+		2								
		Portland St C	Oreg		+		1								
		Reed C	Oreg		+		2								
		U of Oregon	Oreg	+			1								
		U of Portland	Oreg	+			3								
		Brigham Young U	Utah	+			3								
		U of Utah	Utah	+			1								

Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Student	Faculty	Facility	Other	Remarks
1506	W Data Processing Ctr continued	Utah St U	Utah	+			1								
		Weber St C	Utah		+		1								
		Westminster C	Utah		+		3								
		Ctr Wash St C	Wash			+	1								
		E Wash St C	Wash			+	1								
		Gonzaga U	Wash		+		3								
		Pacific Luth U	Wash		+		3								
		Seattle Pac C	Wash		+		3								
		Seattle U	Wash		+		3								
		U of Puget Sound	Wash		+		3								
		U of Wash	Wash	+			1								
		Walla Walla C	Wash		+		3								
		Wash St U	Wash	+			1								
		W Wash St C	Wash			+	1								
		Whitman C	Wash		+		2								
		U of Wyoming	Wyo	+			1								
		US Air Force A	US				1								
		US Naval Postgrd Sch	US				1								
		U of Br Columbia													
		Natl U of Mex													
1507	Agreement	Church Div Sch of Pacific	Cal				3								
		St Marys C Cal	Cal		+		3								
		San Fran Theo S	Cal				3								
		Sch of Theo at Claremont	Cal				3								
		U of Cal LA	Cal	+			1								
		U of S Cal	Cal	+			2								
		Hartford Sem F	Conn				3								
		Yale U	Conn	+			2								

Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Student	Faculty	Facility	Other	Remarks
1507	Agreement	Wesley Theo S	D C				3								
		Luth Sch Theo at Chicago	Ill				3								
		McCormick Theo	Ill				3								
		Christn Theo S	Ind				3								
		S Bapt. Theo S	Ky				3								
		Boston U	Mass	+			2								
		Brandeis U	Mass	+			2								
		Holy Cross C	Mass		+		3								
		Harvard U	Mass	+			2								
		U of Mich	Mich	+			1								
		Wayne St U	Mich	+			1								
		St Paul Sch of Theo	Mo				3								
		U Mo at Columbia	Mo	+			1								
		Princeton Th S	N J				3								
		Colgate Rochester Div Sch	N Y				3								
		Gen Theo Sem	N Y				3								
		N Y U	N Y	+			2								
		U Theo Sem	N Y				3								
		Cincinnati Art Mus													
		Antioch C	Ohio		+		2								
		Hebrew U C Jewish Inst	Ohio				3		+		+	+	+		
		Oberlin C	Ohio		+		2								
		U of Cincinnati	Ohio	+			1								
		Xavier U	Ohio		+		3								
		Carnegie Mus													
		Pittsburgh Th S	Pa				3								
		Temple U	Pa	+			2								
		U of Penn	Pa	+			2								

Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Student	Faculty	Facility	Other	Remarks
1507	Agreement	Milligan C	Tenn		+		2								
		Vanderbilt U	Tenn	+			2								
		UW Madison	Wis	+			1								
		MacGill Col	Canada												
1508	U Council for Ed Adm	U of Ala	Ala	+			1								
		Ariz St U	Ariz	+			1	+	+					+	
		U of Ark	Ark	+			1								
		Stanford U	Cal	+			2								
		U of Cal Berkeley	Cal	+			1								
		U of Cal LA	Cal	+			1								
		U of Colo	Colo	+			1								
		U of Conn	Conn	+			1								
		U of Fla	Fla	+			1								
		Northwestern U	Ill	+			2								
		U of Chicago	Ill	+			2								
		U of Ill	Ill	+			1								
		Indiana U	Ind	+			1								
		Purdue U	Ind	+			1								
		U of Iowa	Iowa	+			1								
		Boston U	Mass	+			2								
		Harvard U	Mass	+			2								
		Mich St U	Mich	+			1								
		U of Mich	Mich	+			1								
		Wayne St U	Mich	+			1								
		U of Minn Mnpls St Paul	Minn	+			1								
		U Mo at Col	Mo	+			1								
		U of Nebraka	Nebr	+			1								
		Rutgers St U	N J	+			1								
		U of N M	N M	+			1								
		Columbia U Main Div	N Y	+			2								

								Program Funds			Participants				
Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Student	Faculty	Facility	Other	Remarks
1508	U Council for Ed Adm	Cornell U	N Y	+			2								
		N Y U	N Y	+			2								
		Suny St U Albany	N Y		+		1								
		Suny St U Buff	N Y	+			1								
		Syracuse U	N Y	+			2								
		U of Rochester	N Y	+			2								
		U of NC,Chapel Hill	N C	+			1								
		Ohio St U	Ohio	+			1								
		Okla St U Agric & App Sci	Okla	+			1								
		U of Okla	Okla	+			1								
		U of Oregon	Oreg	+			1								
		Penn St U	Pa	+			1								
		Temple U	Pa	+			2								
		U of Penn	Pa	+			2								
		U of Pittsburgh	Pa	+			2								
		G Peobody C	Tenn			+	2								
		U Tenn Knoxville	Tenn	+			1								
		U Tenn Memphis Med Units	Tenn	+			1								
		U of Tex	Tex	+			1								
		U of Utah	Utah	+			1								
		U of Va	Va	+			1								
		U of Wash	Wash	+			1								
		Wash St U	Wash	+			1								
		UW Madison	Wis	+			1		+		+				
		U of Alberta													
1509	Consortium for Pol Research	Ariz St U	Ariz	+			1								
		U of Ariz	Ariz	+			1								
		San Diego St C	Cal		+		1								
		Stanford U	Cal	+			2								

								Program Funds			Participants				
Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Student	Faculty	Facility	Other	Remarks
1509	Consortium for Pol Research	U of Cal Berkeley	Cal	+			1								
		U of C Irvine	Cal	+			1								
		U of C LA	Cal	+			1								
		U of C S Barbara	Cal	+			1								
		Yale U	Conn	+			2								
		Georgetown U	D C	+			3								
		Fla St U	Fla	+			1	+	+		+				
		U of Fla	Fla	+			1	+	+		+	+	+	+	
		U of Ga	Ga	+			1								
		U of Hawaii	Hawa	+			1								
		Northwestern U	Ill	+			2								
		S Ill U	Ill	+			1								
		U of Chicago	Ill	+			2								
		U of Ill	Ill	+			1								
		Ball St U	Ind			+	1								
		Ind St U	Ind			+	1								
		Ind U	Ind	+			1								
		Notre Dame U	Ind	+			3								
		U of Iowa	Iowa	+			1								
		Kans St U Ag & App Sci	Kans	+			1								
		U of Kans	Kans	+			1	+	+		+	+			
		U of Ky	Ky	+			1								
		John Hopkins U	Md	+			2								
		U of Md	Md	+			1								
		Harvard U	Mass	+			2								
		Mich St U	Mich	+			1	+		+	+	+			
		U of Mich	Mich	+			1	+		+			+		
		Wayne St U	Mich	+			1								
		U of Minn Mnpl St Paul	Minn	+			1								
		U Mo at Col	Mo	+			1								
		Wash U	Mo	+			2								
		Princeton U	N J	+			2								

								Program Funds			Participants				
Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Student	Faculty	Facility	Other	Remarks
1509	Consortium for Pol Res	Rutgers St U	N J	+			1								
		Cuny U Prgs	N Y		+		1								
		Col U Main Div	N Y	+			2								
		Cornell U	N Y	+			2								
		N Y U	N Y	+			2								
		Suny Grd Sch Pub Aff	N Y				1								
		Suny St U Buff	N Y	+			1								
		Syracuse U	N Y	+			2								
		U of Rochester	N Y	+			2								
		Duke U	N C	+			2								
		U N C Chapel Hill	N C	+			1								
		Ohio St U	Ohio	+			1								
		U of Oregon	Oreg	+			1								
		Allegheny C	Pa		+		2								
		Penn St U	Pa	+			1								
		Temple U	Pa	+			2								
		U of Pa	Pa	+			2								
		U of Pittsburgh	Pa	+			2						+		
		U Tenn Knoxville	Tenn	+			1		+				+	+	
		VanderbiltU	Tenn	+			2		+	+			+		
		U of Wash	Wash	+			1								
		UW Madison	Wis	+			1								
		Momaster U													
		U of Br Columbia													
		Oxford U													
		Strathclyde U													
		York U	Can												
		Queens U	Can												
		U of Essex	Eng												
		Carleton U	Can												
		Austr Natl U													
		Datum Bad Godesberg Gr													

				Type				Source of Program Funds			Participants				
Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Student	Faculty	Facility	Other	Remarks
1510	Undergrd Prg for Crit Lgs	Claremont M C	Cal		+		2								
		Colo C	Colo		+		2								
		Conn C	Conn		+		2								
		G Wash C	D C	+			2								
		Howard U	D C	+			2								
		Morehouse C	Ga		+		2								
		Knox C	Ill		+		2								
		Monmouth C	Ill		+		3								
		DePauw U	Ind		+		2								
		Earlham C	Ind		+		3								
		Valparaiso U	Ind		+		3								
		Wabash C	Iowa		+		2								
		Coe C	Iowa		+		2								
		Cornell C	Iowa		+		2								
		Grinnell C	Iowa		+		2								
		Bates C	Me		+		2								
		Colby C	Me		+		2								
		Goucher C	Md		+		2								
		Amherst C	Mass		+		2								
		Boston C	Mass	+			3								
		Clark U	Mass		+		2								
		Mt Holyoke C	Mass		+		2								
		Newton C of Sacred Heart	Mass		+		3								
		Simmons C	Mass		+		2								
		Smith C	Mass		+		2								
		Wellesley C	Mass		+		2								
		Williams C	Mass		+		2								
		Albion C	Mich		+		3								
		Alma C	Mich		+		2								
		Hope C	Mich		+		3								
		Kalamazoo C	Mich		+		3								
		Wayne St U	Mich	+			1								
		Carleton C	Minn		+		2								

								Program Funds							
Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Student	Faculty	Facility	Other	Remarks
1510	Undergrd Prg for Crit Lgs	Hamline U	Minn		+		3								
		St Olaf C	Minn		+		3								
		Dartmouth C	N H		±		2								
		Princeton U	N J	+			2		+	+	+	+			
		Rutgers St U	N J	+			1		+		+	+			
		Cuny Brooklyn C	N Y		+		1								
		Cuny City C	N Y	+			1								
		Cuny Queens C	N Y		+		1								
		Colgate U	N Y		+		2								
		Elmira C	N Y		+		2								
		Hamilton C	N Y		+		2								
		Manhattanvl C of Sacred Heart	N Y		+		3								
		St Lawrence U	N Y		+		2								
		Sarah Lawrence C	N Y		+		2								
		Suny C Buff	N Y			+ 1	1								
		Suny St U Buff	N Y	+			1								
		Suny St U Stony Brk	N Y				1								
		Syracuse U	N Y	+			2								
		Union C	N Y		+		2								
		Vassar C	N Y		+		2								
		Antioch C	Ohio		+		2								
		C of Wooster	Ohio		+		3								
		Denison U	Ohio		+		2								
		Kenyon C	Ohio		+		2								
		Lake Erie C	Ohio		+		2								
		Miami U	Ohio	+			1								
		Muskingum C	Ohio		+		3								
		Oberlin C	Ohio		+		2								
		Ohio Wesleyan U	Ohio		+		3								
		W Reserve U	Ohio	+			2								
		Portland St C	Oreg		+		1								

								Program Funds			Participants				
Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Student	Faculty	Facility	Other	Remarks
1510	Undergrd Prg for Crit Lgs	Allegheny C	Pa		+		2								
		Dickinson C	Pa		+		2								
		Franklin & Marshall C	Pa		+		2								
		Gettysburg C	Pa		+		3								
		Haverford C	Pa		+		2								
		Lafayette C	Pa		+		3								
		Lehigh U	Pa		+		2								
		U of Penn	Pa	+			2								
		Villanova U	Pa	+			3								
		Brown U	RI		+		2								
		Furman U	S C		+		3								
		Vanderbilt U	Tenn	+			2								
		Middlebury C	Vt		+		2								
		U of Va	Va	+			1								
		Wash & Lee U	Va		+		2								
		Gonzaga U	Wash		+		3								
		Whitman C	Wash		+		2								
		Beloit C	Wis		+		2								
		Lawrence U	Wis		+		2								
		Ripon C	Wis		+		2		+		+		+		
1511	SREB Nursing Project	Tuskegee Inst	Ala		+		2								
		U of Ala	Ala	+			1	+	+		+				
		Ouachita Bapt U	Ark		+		3								
		U of Ark	Ark	+			1								
		Barry C	Fla		+		3								
		Fla A&M U	Fla	+			1								
		Fla St U	Fla	+			1								
		Jacksonville U	Fla		+		2								
		U of Fla	Fla	+			1								
		U of Miami	Fla	+			2								
		Albany St C	Ga			+	1								

								Program Funds			Participants				
Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Student	Faculty	Facility	Other	Remarks
1511	SREB Nursing Project	Emory U	Ga	+			3								
		Ga SW C	Ga		+		1								
		Med C of Ga	Ga				1								
		Berea C	Ky		+		2								
		C. Spalding C	Ky		+		3								
		Murray St C	Ky			+	1								
		U of Ky	Ky	+			1								
		W Ky St C	Ky			+	1								
		Dillard U	LA		+		2								
		LA St U & A & M C	LA	+			1								
		Moneese St C	LA		+		1								
		NE La St C	LA		+		1								
		NW St C LA	LA		+		1								
		SW LA C	LA		+		1								
		Tulane U of LA	LA	+			2								
		U SW LA	LA		+		1								
		Columbia Union C	Md		+		3								
		Johns Hopkins U	Md	+			2								
		St Joseph C	Md		+		3								
		U of Md	Md	+			1								
		U of Miss	Miss	+			1								
		Agric & Tech C of N C	N C		+		1								
		Duke U	N C	+			2								
		E Carolina C	N C			+	1								
		Lenoir-Rhyne C	N C		+		3								
		N C C at Durham	N C		+		1								
		U of NC at Chapel Hill	N C	+			1								
		U of NC at Charlotte	N C		+		1								
		U of NC at Greensboro	N C		+		1								

				Type				Source of Program Funds			Program Participants				
Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Student	Faculty	Facility	Other	Remarks
1511	SREB Nursing Project	Winston-Salem S	N C			+	1								
		Oklahoma Bapt. U	Okla		+		3								
		U of Okla	Okla	+			1								
		Lander C	S C		+		2								
		U of S C	S C	+			1								
		E Tenn St U	Tenn		+		1								
		S Missionary C	Tenn		+		3								
		Union U	Tenn		+		3								
		U Tenn Memphis Res & Ext	Tenn	+			1								
		Vanderbilt U	Tenn	+			2								
		Baylor U	Tex	+			3								
		Incarnate Word C	Tex		+		3								
		Prairie View A & M C	Tex		+		1								
		Sacred Heart Dominican C	Tex		+		3								
		Tex Christn U	Tex	+			3								
		Tex Womans U	Tex	+			1								
		U of Tex	Tex	+			1								
		Hampton Inst	Va		+		2								
		Med C of Va	Va				1								
		Shenandoah C & Cons Mus	Va				3								
		U of Va	Va	+			1								
		Va St C	Va		+		1								
		Alderson Broaddus C	W Va		+		3								
		Fairmont St C	W Va			+	1								
		Marshall U	W Va		+		1								
		Morris Harvey C	W Va		+		2								
		W Va U	W Va		+		3								
		W Va Wesleyan C	W Va		+		3								

				Type				Source of Program Funds			Program Participants				
Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Student	Faculty	Facility	Other	Remarks
1512	Wiche Nursing	Ariz St U	Ariz	+			1								
		U of Ariz	Ariz	+			1								
		Cal St C Long Bch	Cal		+		1								
		Cal St C LA	Cal		+		1								
		Chico St C	Cal		+		1								
		Fresno St C	Cal		+		1								
		Humboldt St C	Cal		+		1								
		Sacramento St C	Cal		+		1								
		San Diego St C	Cal		+		1								
		San Francisco St C	Cal		+		1								
		San Jose St C	Cal		+		1								
		Loma Linda U	Cal				3								
		Mt St Marys C	Cal		+		3								
		Pacific Union C	Cal		+		3								
		Stanford U	Cal	+			2								
		U of Cal Berkeley	Cal	+			1								
		U of Cal LA	Cal	+			1								
		U of Cal San Francisco	Cal	+			1								
		U of San Francis.	Cal		+		3	+	+			+		+	
		Colo St C	Colo			+	1								
		Loretto Heights C	Colo		+		3								
		S Colo St C	Colo		+		1								
		U of Colo	Colo	+			1								
		U of Hawaii	Hawa	+			1								
		Idaho St U	Ida		+		1								
		Mont St U	Mont	+			1								
		U of Nevada	Nev	+			1								
		U of N M	N M	+			1								
		U of Oregon	Oreg	+			1								

								Program Funds			Participants				
Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Student	Faculty	Facility	Other	Remarks
1512	Wiche Nursing	U of Portland	Oreg	+			3								
		Brigham Young U	Utah	+			3								
		U of Utah	Utah	+			1								
		Weber St C	Utah		+		1								
		Pacific Luth U	Wash		+		3								
		Seattle Pacific	Wash		+		3								
		Seattle U	Wash		+		3								
		U of Wash	Wash	+			1								
		Walla Walla C	Wash		+		3								
		U of Wyo	Wyo	+			1								
1513	Users of MIT Computer Prg	Conn C	Conn		+		2								
		Trinity C	Conn		+		2								
		U of Bridgeport	Conn		+		2								
		U of Conn	Conn	+			1		+		+		+		
		U of Hartford	Conn		+		2								
		Wesleyan U	Conn		+		2								
		Yale U	Conn	+			2								
		Bates C	Me		+		2								
		Bowdoin C	Me		+		2								
		Colby C	Me		+		2								
		U of Me	Me	+			1								
		Worcester Found Biol													
		Amherst C	Mass		+		2								
		Atlantic Union C	Mass		+		3								
		Babson Inst of Bus Adm	Mass				2								
		Boston C	Mass	+			3								
		Boston U	Mass	+			2								
		Brandeis U	Mass	+			2								
		Clark U	Mass		+		2								
		Holy Cross C	Mass		+		2								

								Program Funds							
Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Student	Faculty	Facility	Other	Remarks
1513	Users of MIT Computer Fac	E Nazarine C	Mass		+		3								
		Emmanuel C	Mass		+		3								
		Gordon C	Mass		+		2								
		Harvard U	Mass	+			2								
		Lesley C	Mass			+	2								
		Lowell Tech I	Mass				1								
		MIT	Mass	+			2								
		Merrimack C	Mass		+		3								
		Mt Holyoke C	Mass		+		2								
		Northeastern U	Mass	+			2								
		Regis C	Mass		+		3								
		Simmons C	Mass		+		2								
		Smith C	Mass		+		2								
		SE Mass Tech I	Mass				1								
		Springfield C	Mass		+		2								
		St C At Boston	Mass			+	1								
		Tufts U	Mass	+			2								
		U Mass Amherst	Mass	+			1								
		U Mass Bost	Mass	+			1								
		Wellesley C	Mass		+		2								
		W N Eg C	Mass				2								
		Williams C	Mass				2								
		Worcester Poly I	Mass				2								
		Worcester St C	Mass			+	1								
		Dartmouth C	N H		+		2								
		U of NH	NH	+			1								
		Brown U	R I		+		2								
		Providence C	R I		+		3								
		R I C	R I			+	1								
		Salve Regina C	RI		+		3								
		U of R I	R I	+			1		+				+		
		Bennington C	Vt		+		2								
		Goddard C	Vt		+		2								
		Middlebury C	Vt		+		2								

				Type				Source of Program Funds			Program Participants				
Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Student	Faculty	Facility	Other	Remarks
1513	Users of MIT Computer Fac	Norwich U	Vt		+		2								
		U of Vt & St Agric C	Vt	+			1								
		US Coast Guard Academy	US				1								

Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Program Funds			Participants				Remarks
								Federal	Private	Local	Student	Faculty	Facility	Other	
2000	Fac Ex.	St C Troy	Ala			+	1	+				+			Fla St is the primary advisor. Troy faculty studies at Fla St.
		Fla St U	Fla	+			1								
2008	Fac Ex	Tuskegee Inst	Ala		+		2		+		+	+			Faculty PhD and faculty exchange.
		St Olaf	Minn		+		3								
2009	Research Prg	Tuskegee Inst	Ala		+		2				+				Research in vet. medicine
		Bagler U	Tex	+			1								
2010	Summer Workshop	Tuskegee Inst	Ala		+		2		+			+			Workshop for tchrs in local schools
		Auburn U	Ala	+			1								
2011	Ed Res in Mental Retardation	U of Ala	Ala	+			1		+		+	+			Grd res in field of MR and selection of students for Grd School
		Tuskegee	Ala		+		2								
2012	Stud Ex	Tuskegee Inst	Ala		+		2		+		+				5-10 students move each way each spring sem.
		Wesleyan U	Conn		+		2								
2013	Tchr Wkshop	Ala St C	Ala			+	1		+			+			faculty exchange and professional development
		Tuskegee Inst	Ala		+		2								
201-	St Tchng	Troy St C	Ala			+	1			+	+				Service exchange between the two campuses
		Tuskegee Inst	Ala		+		2								
2015	Stud Ex	Harvard U	Mass	+			2			+	+				Few student exchanges
		Tuskegee Inst	Ala		+		2								

								Program Funds			Participants				
Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Student	Faculty	Facility	Other	Remarks
2016	Yr Round Head Start	Tuskegee Inst	Ala		+		2	+			+				professional dev., recruitment of students, upgrading of stud.
		Iowa St C	Iowa			+	1								
2017	Stud Ex	U of Nebraska	Nebra	+			1			+	+				student exchange
		Stillman C	Ala		+		3								
2018	Stud Ex	Stillman C	Ala		+		3		+		+				student exchange
		Wellesley C	Mass		+		2								
2019		Howard C	Ala		+		3								
		St Bernard C	Ala		+		3								
2021	School Adm & Supervision	Troy St C	Ala			+	1				+	+			Instruction for Grd studies
		Auburn U	Ala	+			1								
2027	Joint Enrol	Ouachita Bapt C	Ark		+		3				+	+			high involvement
		Henderson St C	Ark			+	1								
2028	3-2 Eng	Ouachita Bapt C	Ark		+		3				+				3-2 engineering
		Vanderbilt U	Tenn	+			2								
2029	Stud Ex	Philander Smith C	Ark		+		3				+				Philander students take some courses at Little Rock
		Little Rock U	Ark		+		2								
2030	Stud Ex	Philander S C	Ark		+		3				+				student exchange
		Southwestern C	Kans		+		3								
2031	3-2	Harding C	Ark		+		3				+				3-2 engineering
		U of Mo	Mo	+			1								

								Program Funds							
Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Student	Faculty	Facility	Other	Remarks
2035	Bapt Ass.	Philander S C	Ark		+		3	+							
		Baldwin Wallace	Ohio		+		3								
2036	Fac Coop Prg	U of Ark	Ark	+			1	+							cooperation in professional de traveling schol computer use planning
		John Brown U	Ark		+		2								
2037	Joint Lib	Chapman C	Cal		+		2		+						
		Cal St C at Fullerton	Cal		+		1								
2042	MA Prg	U of S Clara	Cal		+		3		+		+				cooperative prg
		C of Notre Dame	Cal		+		3								
2044		Howard U	D C	+			2								
		Mich St U	Mich	+			1								
2045	Stud Ex	Howard U	D C	+			2								credit transfer
		Dennison U	Ohio		+		2								
2046	Double Degree	Howard U	D C	+			2				+				professional development
		Vanderbilt U	Tenn	+			2								
2049	Stud Ex	Howard U	D C	+			2				+				joint enrollmer credit transfer
		Drew U	N J		+		3								
2050	Stud Ex	Howard U	D C	+			2		+		+				professional development
		Columbia U	N Y	+			2								
2053	Study Abroad	Howard U	D C	+			2		+		+				internatl rel.
		Princeton U	N J	+			2								
2054	NDEA Inst	Howard U	D C	+			2				+				professional development
		U of Wis	Wis	+			1								

Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Program Funds			Participants				Remarks
								Federal	Private	Local	Student	Faculty	Facility	Other	
2055	Stud Ex	Howard U	D C	+			2				+				joint enrollment
		Bucknell U	Pa		+		2								
2056	Stud Ex	Howard U	D C	+			2								credit transfer
		Whitter C	Cal		+		2								
2058		Geo. Wash U	D C	+			3								
		Livingston U	N C		+		3								
2059	Stud Ex	Howard U	D C	+			2				+				joint enrollment
		U of Rochester	N Y	+			2								
2061	Rdg Inst	Stetson U	Fla		+		3	+			+				summer institute
		Beth-Cookman C	Fla		+		2								
2064	Stud Ex	Barry C	Fla		+		3				+	+			joint professor
		Biscayne C	Fla		+		2								
2066		Stetson U	Fla		+		3								
		Fla Memorial C	Fla		+		2								
2067	Non-Western Studies	Stetson U	Fla		+		3				+				Cultural exchang
		Fla Presby. C	Fla		+		3								
2068	Coop Prg	Fla Memorial U	Fla		+		2	+			+				professional development
		U of Miami	Fla	+			2								
2069	Non-Western Studies	Rollins C	Fla		+		2								cultural ex.
		Fla So C	Fla		+		3								
2071	Non-Western Studies	Rollins C	Fla		+		2				+				cultural ex.
		Stetson U	Fla		+		3								

								Program Funds			Participants				
Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Student	Faculty	Facility	Other	Remarks
2072	Non-Western Studies	Fla So. C	Fla		+		3				+				cultural Ex.
		Fla Presby. C	Fla		+		3								
2073	Non-Western Studies	Stetson U	Fla		+		3				+				cultural Ex
		Fla So. C	Fla		+		3								
2080		Atlanta U Ctr	Ga		+		2								
		Barry C	Ga		+		2								
2083	Fac Ex	Paine C	Ga		+		3					+			professional de credit transfer
		Tuskegee Inst	Ala		+		2								
2084	MA Prg	Emory U	Ga	+			3				+	+			prg planning
		Tuskegee Inst	Ala		+		2								
2086	Stud-Fac Ex	Clark C	Ga		+		3				+				traveling schol
		Atlanta U Ctr	Ga		+		2								
2093	Joint Res	Emory U	Ga	+			3				+				traveling schol
		Georgia St C	Ga		+		1								
2095		Atlanta U	Ga		+		2								
		Howard U	D C	+			2								
2096		Morris Brown C	Ga		+		3								
		U of Ga	Ga	+			1								
2098		Emory U	Ga	+			3								
		Morris Brown C	Ga		+		3								
2101	Stud Ex	Spelman C	Ga		+		3				+				cultural ex
		Southwestern C	Kans		+		3								
2104	Stud Ex	Spelman C	Ga		+		3				+				cultural ex
		W. C for Women	Ohio		+		2								

Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Student	Faculty	Facility	Other	Remarks
2106	Fac Ex	Emory U	Ga	+			3	+			+	+			training prg
		Paine C	Ga		+		3								
2107	Non-Western Studies	Atlanta U	Ga		+		2		+		+				instruction improvement
		Morehouse C	Ga		+		3								
2108	Fac Ex	Spelman C	Ga		+		3								instruction development
		Atlanta U	Ga		+		2								
2109	Adult Trng	Berry C	Ga		+		2	+				+			continued ed
		U of Ga	Ga	+			1								
2115		Loyola U	Ill	+			3	+							
		Mundelein C	Ill		+		3								
2119		U of Ill	Ill	+			1								
		Greenville C	Ill		+		3								
2120		U of Ill	Ill	+			1								
		Leras C	Iowa		+		3								
2128		U of Ill	Ill	+			1								
		Prairie U A&M	Tex		+		1								
2129	3-2 Eng	U of Ill	Ill	+			1				+				professional development
		Yankton C	S D		+		2								
2131	Ex Prg	McKindree C	Ill		+		3	+			+	+			Prg planning
		Ohio Wis U	Ohio		+		3								
2132	Ex Prg	Elmhurst C	Ill		+		3				+				cultural Ex
		Houston-Tillatson	Tex		+		2								
2140	Ass. Prg	So. Ill U	Ill	+			1				+	+			professional development
		McKindrie C	Ill		+		3								

Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Student	Faculty	Facility	Other	Remarks
2142	3-2 Eng	U of Ill	Ill	+			1				+				pooled res.
		Colo C	Colo		+		2								
2145	Eng Prgq	Purdue U	Ind	+			1		+			+			prg planning
		Tenn A & I	Tenn		+		1								
2152	Fac Ex	St Meinard C	Ind				3		+			+			program
		Brescia C	Ky		+		3								
2159	Stud Ex	Indiana U	Ind	+			1								public service
		St Mary of Woods	Ind		+		3								
2163	PhD Prg	Indiana U	Ind	+			1				+				double degree
		E Carolina C	N C			+	1								
2168		U of Iowa	Iowa	+			1	+							
		LeMoyne C	Tenn		+		2								
2169	Stud Ex	Taugaloo C	Miss		+		2				+				cultural ex
		Westmar C	Iowa		+		3								
2170	Shared Fac	Westmar	Iowa		+		3		+			+			professional de
		Northwestern C	Iowa		+		3								
2171	Joint Computer Use	Westmar C	Iowa		+		3					+			
		U of S D	S D	+			1								
2172		Loras C	Iowa		+		3								
		Marquette U	Wis	+			3								
2174		Central C	Iowa		+		3								
		Drake U	Iowa	+			2								

								Program Funds			Participants				
Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Student	Faculty	Facility	Other	Remarks
2175		Drake U	Iowa	+			2								
		Buena Vista C	Iowa		+		3								
2176	Stud Ex	Luth. C	Iowa		+		3		+		+				computer use
		Morehouse C	Ga		+		3								
2177	Stud Ex	Luther C	Iowa		+		3		+		+				computer use
		Fisk U	Tenn		+		2								
2178	Stud Ex	Luther C	Iowa		+		3		+		+				computer use
		Spelman C	Ga		+		3								
2179	Stud Ex Prg	Luther C	Iowa		+		3		+		+				professional dev
		Philander S C	Ark		+										
2182	3-2 Eng	U of Iowa	Iowa	+			1				+				professional dev
		Loras C	Iowa		+		3								
2183	3-2 Eng	U of Iowa	Iowa	+			1				+				professional dev
		Briarcliff C	Iowa		+		3								
2185	3-2 Eng	U of Iowa	Iowa	+			1				+				professional dev
		Wartburg C	Iowa		+		3								
2188	Joint Course	Washburn U of Topeka	Kans		+		1				+				joint courses
		Beloit C	Wis		+		2								
2189		Wichita St U	Kans	+			1								
		Sacred Heart C	Kans		+		3								
2190	Stud Ex	Washburn U of Topeka	Kans		+		1				+				cultural ex
		Augusta C	Ga		+		1								

Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Student	Faculty	Facility	Other	Remarks
2191		McPhersonC	Kans		+		3								
		Tahar C	Kans		+		3								
2192	Physics Prg	Bethel C	Kans		+		3				+				Students graduate from Fahar
		Tahar C	Kans		+		3								
2195	Upward Bound	Sacred Heart C	Kans		+		3		+						joint campus ac
		Friends U	Kans		+		3								
2204	3-2 Eng	Villa Madonna C	Ky		+		3				+				credit transfer
		Dayton U	Ohio		+		3								
2205	3-2 Eng	Villa Madonna C	Ky		+		3				+				continuing ed credit transfer
		Notre Dame U	Ind	+			3								
2206		Loyola U	La	+			3								
		St Marys Domin.	La		+		3								
2207		Dillard U	La		+		2								
		Tulane U	La	+			2								
2208	ELP Prg	Dillard	La		+		2		+					+	Adult trng Prg
		Southern U	La		+		1								
2209		Dillard U	La		+		2								
		Wayne St U	Mich	+			1								
2210	Title III	Tulane U	La	+			2								
		Dillard U	La		+		2								
2211		Xavier U	La		+		3								
		St Marys C	Nebr		+		3								
2212		Xavier U	La		+		3								
		Marquette U	Wis	+			3								

								Program Funds			Participants				
Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Student	Faculty	Facility	Other	Remarks
2213		Xavier U	La		+		3								
		U of Detroit	Mich	+			3								
2214		Southern A&M	La		+		1								
		Indiana U	Ind	+			1								
2218		Boston U	Mass	+			2								
		Newton C of Sacred Heart	Mass		+		3								
2223	Coop Ed	Central Mich U	Mish		+		1				+				continuing ed
		Mich St U	Mich	+			1								
2225	Joint Courses	U of Mich	Mich	+			1				+				continuing ed
		C. Mich U	Mich		+		1								
2226	Grd Ctr	E Mich U	Mich		+		1				+				program plannin
		C Mich U	Mich		+		1								
2228	Joint Offerings	Nazareth C	Mich		+		3				+				credit transfer
		W Mich U	Mich		+		1								
2229		Macalester C	Minn		+		2								
		Knoxville C	Tenn		+		3								
2231	Stud Ex	Jackson St C	Miss			+	1				+				fellowships
		Suny at Binghampton	N Y		+		1								
2232	Stud Ex	Taugaloo C	Miss		+		2				+				cultural ex
		Ripon C	Wis		+		2								
2234	Stud Ex	Taugaloo C	Miss		+		2				+				cultural ex
		Hiram C	Ohio		+		2								

				Type				Program Funds			Participants				
Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Student	Faculty	Facility	Other	Remarks
2235	Title III	U of Miss	Miss	+			1	+			+				strengthening dev instr.
		Miss St U	Miss	+			1								
2236	Title III	U of S Miss	Miss		+		1	+			+				ed. dev.
		Alcorn A & M C	Miss		+		1								
2239	Stud Ex	Taugaloo C	Miss		+		2				+				professional dev
		U of Iowa	Iowa	+			1								
2243	Grd Prg	U of Mo	Mo	+			1				+				advanced courses
		Nwest Mo St C	Mo			+	1								
2245	Joint MA Prg	U of Mo	Mo	+			1				+				program planning
		SW Mo St C	Mo			+	1								
2246		St. Louis U	Mo	+			3								
		Xavier U	La		+		3								
2247	Title III	U of Neb	Neb			+	1	+				+			joint faculty seminars
		Peru St C	Neb			+	1								
2248	Title III	U of Neb	Neb	+			1	+				+			professional development
		Dona C	Neb		+		3								
2250	Title III	U of Neb	Neb	+			1					+			individual research
		Concordia TC	Neb			+	3								
2251	Title III	U of Neb	Neb	+			1	+				+			joint faculty seminars
		Wayne St C	Neb			+	1								
2252	Student Ex	Doane C	Neb		+		3				+				professional development
		Washburn U	Kans		+		1								

								Program Funds			Participants				
Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Student	Faculty	Facility	Other	Remarks
2253	Title III	U of Neb	Neb	+			1	+							individual research
		Neb Wesleyan U	Neb		+		3								
2255	Title III	U of Neb	Neb	+			1	+				+			undergrd ed.
		Chadron St C	Neb			+	1								
2258	Stud Ex	U of N H	N H	+			1		+		+				professional development
		Nasson C	Me		+		2								
2259	Joint MA Prg	Keene St C	N H			+	1				+				cultural dev.
		Plymouth St C	N H			+	1								
2263	3-2 Eng	Mammouth C	N J		+		2				+				double degree
		Case Inst of T	Ohio				2								
2271	Fac Ex	Assumption C	N Y									+			professional development
		Anna Maria C	Mass		+		3								
2278		Alfred U	N Y		+		2								
		Suny at Buff	N Y	+			1								
2283	Fac Ex	Cornell U	N Y	+			2					+			Prg planning
		Suny at Binghampton	N Y		+		1								
2290	Joint Enrollment	Mt St Marys C	N Y		+		3				+				Joint Lib.
		Marist	N Y		+		3								
2292	Prg Dev	NYU	N Y	+			2					+			advisory assist
		Stillman C	Ala		+		3								
2296	Stud Ex	Rosary Hill C	N Y		+		3				+				cultural Ex
		D'Youville C	N Y		+		3								
2297	Stud Ex	Russell Sage C	N Y		+		2				+				credit transfer
		Rensselaer Poly	N Y	+			2								

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2299	Joint Res	Suny St Buff	N Y	+			1								joint sem.
		Canisius C	N Y		+		3								
2301	Tchg Prg	Columbia U	N Y	+			2				+				joint res
		C Cal. Iowa	Iowa		+		3								
2304	PhD Prg	Appalachian S C	N C			+	1				+				credit transfer
		Fla St U	Fla	+			1								
2305	Stud Ex	Johnson C Smith	N C		+		3				+				joint research
		U of Dubuque	Iowa		+		3								
2306	MA in Tchg	Belmont Abbey C	N C		+		3				+				fellowship
		Temple U	Pa	+			2								
2307	Stud Ex	E Carolina C	N C			+	1				+				cultural ex
		Duke U	N C	+			2								
2312	3-2 E	Catawba C	N C		+		3				+				double degree
		NYU	N Y	+			2								
2313	Stud Ex	St Augustine C	N C		+		3				+				joint lib.
		Shaw U	N C		+		3								
2314	Title III	Catawba C	N C		+		3	+			+				professional development
		Livingston C	N C		+		3								
2315		Sacred Heart C	N C												
		Belmont Abbey C	N C		+		3								
2320	Fac Ex	Belmont Abbey C	N C		+		3				+				administrative cooperation
		Gaston C													
2321		Belmont Abbey C	N C		+		3								
		N C St U	N C	+			1								

Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Program Funds Federal	Private	Local	Participants Student	Faculty	Facility	Other	Remarks
2322	Stud Ex	Emory U	Ga	+			3				+				credit transfer
		Pfeifer C	N C		+		3								
2323	3-2 Eng	Belmon t Abbey C	N C		+		3				+				double degree
		Notre Dame U	Ind	+			3								
2324	3-2 Forestry	Duke U	N C	+			2				+				student ex.
		High Pt C	N C		+		3								
2325	Pre-Eng	N C St U	N C	+			1				+				double degree
		High Pt C	N C		+		3								
2326	Title III	St Andrews Presb.	N C		+		3	+			+				joint enrollmen
		Johnson C S U	N C		+		3								
2327	Pre Eng.	High Pt Cal	N C		+		3				+				double degree
		U of N C	N C	+			1								
2329	PhD Prg	N C C	N C		+		1				+				advanced studie
		U of N C	N C	+			1								
2331		Duke U	N C	+			2								
		N C C	N C		+		1								
2332	Stud Ex	Oberlin C	Ohio		+		2				+				cultural ex
		Hampton Inst	Va		+		2								
2335	Wilberforce Prop	Antioch C	Ohio		+		2		+		+	+			
		Wilberforce U	Ohio		+		3								
2342	Instructional Prg in Ed	Central St C	Ohio		+		1				+	+			Tchr Certification
		Cedarville C													

Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Student	Faculty	Facility	Other	Remarks
2343	Fac Ex	Denison U	Ohio		+		2	+				+			faculty consultation
		Alderson & Broaddus	W Va		+		3								
2345	Stud Ex	Wilmington C	Ohio		+		3				+				cultural ex
		Knoxville C	Tenn		+		3								
2346	Stud Ex	Denison U	Ohio		+		2				+				professional development
		Hampton Inst	Va		+		2								
2347	Non-Western Studies	Miami U	Ohio	+			1				+				professional development
		Western C for Women	Ohio		+		2								
2349	Title III	U of Akron	Ohio	+			1	+				+			program plannin
		Langston U	Okla		+		1								
2356	Stud Ex	Denison U	Ohio		+		2				+				professional development
		Fisk U	Tenn		+										
2358	Fac Ex	Antioch C	Ohio		+		2					+			non-western studies
		Wittenbery U	Ohio		+		3								
2361	Title III	Okla St U	Okla	+			1	+			+	+			professional development
		Langston U	Okla		+		1								
2364	Stud Ex	Okla C	Okla		+		1				+				joint lib.
		U of Okla	Okla	+			1								
2365	Grd Prg	Phillips U	Okla		+		3				+				credit transfer
		Okla St U	Okla	+			1								
2366	Title III	Okla St U	Okla	+			1	+			+				professional development
		Okla C of LA	Okla		+		1								

Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Student	Faculty	Facility	Other	Remarks
2368	Joint Degree Prg in Elem Ed	Oreg C of Ed	Ore			+	1				+				credit transfer
		Cascade C	Ore		+		2								
2370	Title III	Mt Angel C	Ore			+	3	+				+			efficiency upgrading
		San Francisco St C	Cal		+		1								
2371	Title III	Mt Angel C	Oreg			+	3	+			+				program planning
		Claremont Grd	Cal		+		2								
2373	Joint Enrollment	Oreg St U	Oreg	+			1				+				NDEA Institute
		Linfield C	Oreg		+		3								
2375	Fac Ex	Bucknell U	Pa		+		2					+			professional development
		Alderson-Broaddus	W Va		+		3								
2383	3-2 Eng	Lincoln U	Pa		+		2				+				double degree
		Lafayette C	Pa		+		3								
2386	Title III	U of Pa	Pa	+			2	+			+				cultural ex
		Mergon St C	Md		+		1								
2389	Title III	Lincoln U	Pa		+		2	+				+			curriculum dev
		Princeton U	N J	+			2								
2391	Fac Ex	Seton Hill C	Pa		+		3	+			+	+	+		
		St. Vincent C	Pa		+		3								
2393	MA Prg	Rhode Island C	R I			+	1				+	+			six year prg.
		U of Conn	Conn	+			1								
2397	Grd Coop	Yanktown C	S D		+		2				+				computer use
		U of S D	S D	+			1								

Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Student	Faculty	Facility	Other	Remarks
2406	Consultation	U of Tenn	Tenn	+			1				+	+			physical plant
		Morris Brown C	Ga		+		3								dev
2407	Title III	U of Tenn	Tenn	+			1	+			+	+			joint enrollmen
		Tenn A & I	Tenn		+		1								professional de traveling schol
2408	Stud Ex	LeMoyne C	Tenn		+		2				+				joint enrollmen
		Grinnell C	Iowa		+		2								
2409	Joint Lib	Tex Christn U	Tex	+			3						+		lib. dev.
		Tex Wesleyan C	Tex		+		3								
2410	Title III	Prairie View A & M	Tex		+		1	+			+				remedial prg
		U of Houston	Tex	+			1								
2411	Rdg Improvement Prg	Bishop C	Tex		+		3	+			+				prg. planning
		Atlanta U	Ga		+		2								
2413	Title III	Tex A&M U	Tex	+			1	+			+				academic dev.
		Prairie View A&M	Tex		+		1								through curr. revision
2421	Title III	U of Tex	Tex		+		1								professional
		Prairie View A&M	Tex		+		1								development
2426	Title III	Johnson St C	Vt			+	1	+			+				joint lib.
		Goddard C	Vt		+		2				+	+	+		
2429	Instruction Improvement	U of Vt	Vt	+			1				+				NDEA Inst.
		Johnson St C	Vt			+	1								

Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Student	Faculty	Facility	Other	Remarks
2431	Prof Dev Prg	Hampton Inst	Va		+		2				+	+	+		prg planning
		Va St C	Va		+		1								
2432	Title III	Va St C	Va		+		1	+			+				instructor improvement
		NYU	N Y	+			2								
2433	Inst. Improvement Prg.	Hampton Inst	Va		+		2		+		+	+			professional development
		Yale U	Conn	+			2								
2434	Stud Ex	St Paul C	Va		+		3				+				professional development
		St Augustines C	N C		+		3								
2436	Stud Ex	Hampton Inst	Va		+		2		+		+				cultural ex
		O. Wesleyan U	Ohio		+		3								
2442	Prof Dev Prg	St Pauls C	Va		+		3				+	+			administration
		Va St C	Va		+		1								
2444	Title III	Va Polytech I	Va	+			1	+				+	+		
		Va St C	Va		+		1								
2445	Stud Ex	Whitman C	Wash		+		2				+				cultural ex
		Fisk U	Tenn		+		2								
2446	Cross Enrollment	Fort Wright	Wash			+	3				+				Prg Planning
		Whitworth C	Wash		+		2								
2449	Ftc Ex	Fort Wright C	Wash			+	3					+			professional development
		C of Holy Name	Cal		+		3								
2451	Course Ex Prg	Fort Wright C	Wash			+	3				+	+			journalism course
		Gonzaga U	Wash		+		3								

Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Program Funds Federal	Program Funds Private	Program Funds Local	Participants Student	Participants Faculty	Participants Facility	Participants Other	Remarks
2452	Fac Ex	Fort Wright C	Wash			+	3					+			professional development
		Marylhurst C	Oreg		+		3								
2453	Stud Ex	Whitman C	Wash		+		2				+				credit transfer
		Howard U	D C	+			2								
2454	Cross Enrollment	Alverno C	Wis		+		3				+	+			eliminate small courses
		Marquette U	Wis	+			3								
2458	Stud Ex	UW Madison	Wis	+			1				+				cultural ex
		N C C	N C		+		1								
2459	Stud Ex	UW of Madison	Wis	+			1		+		+	+			program dev. staff improvement
		Tex S U	Tex		+		1								
2465	Prof. dev.	CU Of PR	PR		+		3					+			Grd Studies coop planning
		Marquette U	Wis	+			3								
2604	Joint Courses	Dubuque U	Iowa		+		3				+	+			joint seminars
		Laras C	Iowa		+		3						+		
		Clark C	Iowa		+		3								
2605	Joint Music Series	Hesston C	Kans								+	+	+		sponsorship of music lectures
		Bethel C	Kans		+		3								
		Fahar C	Kans		+		3								
2608	Education	E Mich U	Mich		+		1				+	+	+		continuing ed. adult training faculty ex
		W Mich U	Mich		+		1								

Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Student	Faculty	Facility	Other	Remarks
2613	Graudate Prg	St U N Y	N Y		+		1			+	+	+			joint res. prg.
		Remsslaer Poly.	N Y	+			2								
		Union U	N Y		+		2								
2617	Joint Library	Walsh C	Ohio		+		3		+		+				cooperation in professional dev.
		Malone C	Ohio		+		3								
		Mt Union C	Ohio		+		3								
2621	Joint Activities	Augustana C	S D		+		3				+	+	+		cultural ex.
		Sioux Falls C	S D		+		3								
2622	Ed Improvement Prg.	Vanderbilt U	Tenn	+			2		+			+	+		computer use adult trng remedial rdg
		Fisk U	Tenn		+		2								
		Geo. Peobody	Tenn			+	2								
2624	Title III	U of Tenn	Tenn	+			1	+				+			upgrade dev. institutions
		Vanderbilt U	Tenn	+			2								
		Tenn A&I U	Tenn		+		1								
2630	Inter C Cult Prg	Alverno C	Wis		+		3		+		+	+			prof. dev. faculty seminars
		Dominican	Wis		+		3								
		Cardinal Stritch	Wis		+		3								
2631	ACCORD	Yanktou C	S D		+		2			+	+	+			prof dev.
		Mary C	N D		+		3								
		Jamestown C	N D		+		3								
2636	Ex Prg	Aquinas C	Mich		+		3					+			idea exchange
		Nazateth C	Mich		+		3								
		Dominican C	Wis		+		3								

								Program Funds			Participants				
Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Student	Faculty	Facility	Other	Remarks
2639	Nursing Prg	Wayne U	Mich	+			1		+		+				Nursing prep.
		Tuskegee Inst	Ala		+		2								
		Dillard U		+			2								
2643	Fac Ex	C of St Scholastica	Minn		+		3					+			Fac. Stimulation
		C of St Benedict	Minn		+		3								
		St Benedict C	Ind			+	3								
2644	Res. Prg	Tuskegee Inst	Ala		+		2	+				+	+		joint equip. heart research
		Emory	Ga	+			3								
		Howard U	D C	+			2								
2645		Baylor	Tex	+			3		+		+				research in vet medicine
		Tuskegee	Ala		+		2								
		Howard	D C	+			2								
2750	Tchr Ed	Tuskegee	Ala		+		2			+	+	+			state certif.
		Troy St C	Ala			+	1								
		U of Ala	Ala	+			1								
		Auburn U	Ala	+			1								
2751	Fac Ex	Mt Alverno C	Cal		+		2					+			Stud, Cultural, enrollment, fac exchange
		C of Notre Dame	Cal		+		3								
		Mercy C	Cal				3								
		U of Santa Clara	Cal		+		3								
2753		Fla Atlantic U	Fla		+		1	+			+	+			services to area women
		Barry C	Fla		+		3								
		Miami Dade Jr C	Fla												
		U of Miami	Fla	+			2								

Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Program Funds			Participants				Remarks
								Federal	Private	Local	Student	Faculty	Facility	Other	
2754	Gen Sci Prg	Morris Brown	Ga		+		3	+			+				joint res. prg
		Clark C	Ga		+		3								
		Morehouse C	Ga		+		3								
		Spelman C	Ga		+		3								
2758	CTTPMSC	Lowell St C	Mass			+	1		+		+				prof dev
		Salem St C	Mass			+	1								
		Bridgewater C	Mass			+	1								
		Framingham C	Mass			+	1								
2760	Field Service Committee	U of Mich	Mich	+			1	+	+	+	+	+			Trng prg for ed
		Mich Tech U	Mich				1								
		N Mich U	Mich			+	1								
2761	U Community Dev Corp	Augsburg C	Minn		+		3					+			urban renewal d
		U of Minn	Minn	+			1								
		St Marys Jr C	Minn		+		3								
		Luther Theo Sem	Minn				3								
2763	PhD Prg	U of N M	N M	+			1								credit transfer
		W N M U	N M			+	1								
		E N M U	N M		+		1								
		N M Highlands U	N M			+	1								
2766	African Stud.	Lincoln U	Pa		+		2		+		+	+	+		prof Dev.
		Hauerford C	Pa		+		2								
		Bryn Mawr	Pa		+		2								
		Swarthmore C	Pa		+		2								
2767	Cross Enrol	Vanderbilt U	Tenn	+			1				+				student ex
		Geo Peabody C	Tenn			+	2								
		Scarritt C	Tenn				3								
		Fisk U	Tenn		+		2								

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Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Student	Faculty	Facility	Other	Remarks
2769		Richmond Prof I	Va				1		+		+	+	+		coop in prof dev
		Longwood C	Va			+	1								
		U of Va	Va	+			1								
		Va Polytech I	Va	+			1								
2770	Baltimore Nursing Prg	John Hopkins	Md	+			2				+				in-service trng
		U of Md	Md	+			1								
		Morgon St	Md		+		1								
		Tuskegee	Ala		+		2								
		Ariz St U	Ariz	+			1								
2771	Boyce Thampson SW Arbaretun	Ariz St C	Ariz					+			+				courses in bio. and res.
		U of Nev	Nev	+			1								
		U of A riz	Ariz	+			1								
2772		C of St. Cath.	Minn		+		3		+		+	+			cultural ex
		Regis C	Mass		+		3								
		Rosary C	Ill		+		3								
		Trinity C	Conn		+		2								
2777	WE REG Ed Lab	Auburn U	Ala	+			1		+		+	+	+		joint use of equip & res kn.
		U of Ala	Ala	+			1								
		Troy St C	Ala			+	1								
		Ala St, Mont	Ala			+	1								
2850		Auburn U	Ala	+			1								services to the ed dev of the community
		Tuskegee Inst	Ala		+		2		+		+	+	+		
		U of Ala	Ala	+			1								
		Troy St C	Ala			+	1								
2854	Kans Joint Courses	Bethel C	Kans		+		3				+				joint leasing of tchrs
		Hesston C	Kans		+		3								
		McPherson C	Kans		+		3								
		Fahar C	Kans		+		3								

Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Student	Faculty	Facility	Other	Remarks
2859	Consortium Res Dev	Bennett C	N C		+		3	+			+	+			disadvantaged
		N C C	N C		+		1								upgrading prg.
		St Augustine C	N C		+		3								
		Shaw U	N C		+		3								
		Winston-Salem	N C			+	1								
2860	Title III	Valley City S C	N D			+	1	+			+	+	+		prg planning
		Dickinson St C	N D			+	1								fellowship
		Jameston C	N D		+		3								joint fac sem.
		Mayville C	N D			+	1								
		Minot St C	N D			+	1								
2861	Title III	Bluffton C	Ohio		+		3	+				+	+		institutional
		U of Toledo	Ohio	+			1								research
		Defiance C	Ohio		+		2								
		Findlay C	Ohio		+		3								
		Mory Mouse C	Ohio		+		3								
2864	Jr High Guidance Prg	Brown U	R I		+		2		+			+	+		joint research
		Providence C	R I		+		3								
		R I C	R I			+	1								
		R I Sch of Design	R I				2								
		U of R I	R I	+			1								
2867	Fac Ex	Avila C	Mo		+		3		+		+	+			assist in staffi
		Fontbonne C	Mo		+		3								& prof growth
		C of St Cath	Minn		+		3								
		Mt St Mary	Cal		+		3								
		C of St Rose	N Y		+		3								
2873	Inst of Higher Ed Coop	La Grange C	Ga		+		3				+				Ex tchrs
		Piedmont	Ga		+		2								
		Berry C	Ga		+		2								
		Shorter C	Ga		+		3								
		U of Ga	Ga	+			1								

								Program Funds			Participants				
Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Student	Faculty	Facility	Other	Remarks
2876	Coop Lecturer Prg	Loyola U of LA	Cal		+		3				+				cultural ex
		Gonzaga	Wash		+		3								
		U of Seattle	Wash		+		3								
		U of San Fran	Cal	+			1								
		U of Santa Clara	Cal		+		3								
2954	Louisville Cultural Coop	Ky S C	Ky								+	+	+	+	academic coop
		Nazareth C	Ky		+		3								
		Bellarmine C	Ky		+		3								
		C. Spaulding C	Ky		+		3								
		Ursuline C	Ky		+		3								
		U of Louisville	Ky	+			1								
2958	Non-Western Studies	Bennington C	Vt		+		2				+				cultural ed ex fac sem, coop in prof dev
		Middlebury C	Vt		+		2								
		Norwich C	Vt		+		2								
		Goddard	Vt		+		2								
		U of Vt	Vt	+			1								
		St Michaels C	Vt		+		3								
2963	NE Regional Ctr for Cont. Ed	U of N H	N H	+			1		+		+	+	+		cont ed., res, and sem.
		U of Mass	Mass	+			1								
		U of Vt	Vt	+			1								
		U of R I	R I	+			1								
		U of Me	Me	+			1								
		U of Conn	Conn	+			1								
2964	Non-western Studies	U of Chatt	Tenn		+		2		+		+	+	+		joint lib, joint sem
		Birmingham So	Ala		+		3								
		Smith C	Ala		+		1								
		Knoxville C	Tenn		+		3								
		Maryville	Tenn		+		3								
		Emory	Ga	+			3								

Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Student	Faculty	Facility	Other	Remarks
2077	Recruiting	Miles C	Ala		+		2				+	+	+		
		Howard U	Miss	+			1								
2257	Fac Ex	Talladega C	Ala		+		2	+			+	+	+		
		Dartmouth C	N H		+		2								
2130	Fac-Lib	Eureka C	Ill		+		1	+			+	+	+		
		Ill St U	Ill	+											
2230	Stud Ex	Rust C	Miss		+		2		+		+	+	+		
		U of Iowa	Iowa	+			1								
2330	Stud-Fac	Winston-Salem	N C		+						+	+	+		
		So Ill U	Ill	+			1								
2357	Merger	Case Inst of Tech	Ohio	+			5				+	+	+		
		W Res U	Ohio	+			1								
2425	Stud Ex	Jarvis Chrsitn	Tex		+		2	+							
		Tex Christn U	Tex	+			1								

								Program Funds			Participants				
Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Student	Faculty	Facility	Other	Remarks
3051	Traveling Scholar	U of Fla	Fla	+			1				+	+	+		educational and cultural exchange
		Fla St U	Fla	+			1								
		U of St. Fla	Fla		+		1								
		Fla Atlantic U	Fla		+		1								
		Fla A & M	Fla	+			1								
		U of W Fla	Fla		+		1								
		Fla Tech U	Fla			+	1								
3052	Non-western Studies	McPherson C	Kans		+		3				+	+	+		joint courses
		Bethel C	Kans		+		3		+						
		Sterling C	Kan s		+		3								
		Fahar C	Kans		+		3								
		Kans Wesleyan	Kans		+		3								
		U of Kansas	Kans	+			1								
		Bethany C	Kans		+		3								
3054	Oreg Tel Project	Oreg St U	Ore	+			1		+		+	+	+	+	joint experiments in education
		Oreg C of Ed	Ore			+	1								
		E Oreg C	Ore			+	1								
		S Oreg C	Ore			+	1								
		Willamette U	Ore		+		3								
		U of Ore	Ore	+			1								
		Portland St C	Ore		+		1								
3102	ACMHV	Dutchess Comm C	N Y		+		3				+	+	+		cooperation in professional dev. and prg. planning
		Vassar C	N Y		+		2								
		Briarcliff C	N Y		+		2								
		Orange City ComC	N Y		+		3								
		Marist C	N Y		+		3								
		Suny at New Platy	N Y		+		3								
		Bard C	N Y		+		2								
		Bennett C	N Y		+		3								

Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Student	Faculty	Facility	Other	Remarks
3103	Brooklyn Area Coop	Long Island	N Y		+		2				+	+	+		cooperation in professional dev.
		St John's U	N Y	+			3								
		Downstate Med C Ctr	N Y												
		St. Jos. C for Wmn	N Y		+		3								
		NYC Comm C	N Y		+		3								
		Polytech Inst of Brooklyn	N Y				2								
		Pratt Inst	N Y	+			2								
		St Francis C	N Y		+		3								
3104	Assoc of Episcopal C	Shimer C	Ill		+		2		+		+	+			upgrading administration methods
		St Augustine C	N C		+		3								
		Kenyon C	Ohio		+		2								
		Trinity C	Conn		+		2								
		St Paul's C	Va		+		3								
		Bard C	N Y		+		2								
		Hobart Smith C	N Y		+										
		U of the South	Tenn		+		3								
3110	MCSCFS	N Mich U	Mich			+	1				+	+	+		extension education exceptional education
		E Mich U	Mich		+		1								
		C Mich U	Mich		+		1								
		U of Mich	Mich	+			1								
		Wayne St U	Mich	+			1								
		Mich St U	Mich	+			1								
		Grand Valley St	Mich		+		1								
		Mich Tech U	Mich				1								

								Program Funds			Participants				
Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Student	Faculty	Facility	Other	Remarks
3151	3-2 Eng	Penn St U	Pa	+			1				+	+	+		cooperation in professional dev.
		Albright	Pa		+		3								
		Gettysburg	Pa		+		3								
		Lincoln	Pa		+		2								
		Lycominy	Pa		+		3								
		Elizabethtown	Pa		+		3								
		St Francis	Pa		+		3								
		St Vincent	Pa		+		3								
		Westminister	Pa		+		3								
3157	Ad Hoc Com	Jackson C	Miss			+	1				+	+			cooperation in professional dev.
		Hampton Inst	Va		+		2								
		Clarke C	Ga		+		3								
		Benedict C	S C		+		3								
		Tuskegee Inst	Ala		+		2								
		Claflin U	S C		+		3								
		Morehouse C	Ga		+		2								
		Allen U	S C		+		3								
3204	Neb Ed TV Council for Higher Ed	Neb Christn C	Neb					+	+		+	+	+		cooperation in professional Dev.
		St John Vianney Sem Jr C	Neb												
		C Luth Theol S	Neb												
		Platte V Bible C	Neb												
		Omaha Munic U	Neb		+		1								
		Omaha Bap Bible Inst	Neb												
		Duchesne C of Sacred Heart	Neb		+		3								
		Hastings C	Neb		+		3								
		York C	Neb												
		Creighton U	Neb	+			3								
		I C Monastery	Neb												
		Servite C	Neb												

Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	State	Local	Student	Faculty	Facility	Other	Remarks
3204	Neb Ed TV Council for Higher Ed	Doane C	Neb		+		3								
		Norfolk Jr C	Neb												
		St Mary C	Neb		+		3								
		Scottsbluff C	Neb												
		Fairbury Jr C	Neb												
		Grace Bible Inst	Neb				2								
		Kearney St C	Neb			+	1								
		Wayne St C	Neb			+	1								
		McCook C	Neb												
		Miland Luth C	Neb		+		3								
		Dana C	Neb		+		3								
		Union C	Neb		+		3								
		Concordia TC	Neb			+	2								
		Nebraska U	Neb	+			1								
		Neb Wesleyan U	Neb		+		3								
		Chidron St C	Neb			+	3								
		Peru St C	Neb			+	1								
3208		Library Prg	N Y												
		50 Colleges	N Y												
3209	Catholic C	Assoc of Cath C	N Y										+		library dev. group purchasing
		Good Shepherd	N Y												
		House of St													
		Brentwood C	N Y			+	3								
		Mother Celine	N Y												
		House of St													
		Queen of Apostle	N Y												
		Mary Rogers C	N Y			+	3								
		Marymount C	N Y		+		3								
		Mercy C	N Y		+		3								
		Dominican C	N Y			+	3								
		St Thom Aquinas	N Y			+	3								
		Ladycliff C	N Y		+		3								
		Mt St Mary C	N Y		+		3								

				Type				Source of Program Funds			Program Participants				
Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Student	Faculty	Facility	Other	Remarks
3212	Coop Prg of Ed for C & U Tchrs	Gonzaga U	Wash		+		3		+		+	+			encourage superior undergrad students to go for advanced degree
		W Wash St C	Wash			+	1								
		Whitworth C	Wash		+		2								
		Pacific Luth U	Wash		+		3								
		U of Puget Sound	Wash		+		3								
		Reed C	Ore		+		2								
		Seattle U	Wash		+		3								
		Whitman C	Wash		+		2								
3213	ASEE Fac Interchange	N C A & T	N C		+		1		+			+			cooperation in professional dev cultural exchange
		U of Wis	Wis	+			1								
		Tuskegee Inst	Ala		+		2								
		Auburn U	Ala	+			1								
		Purdue U	Ind	+			1								
		Tenn A&I St	Tenn		+		1								
		Vanderbilt U	Tenn	+			2								
		U of Ill	Ill	+			1								
		Tulane U	La	+			2								
		Prairie View A & M	Tex		+		1								
		Va Polytech	Va	+			1								
		Ia St U of Sc & Tech	Ia	+			1								
3214	Amplified Tel	Kans Wesleyan	Kans		+		3		+		+	+	+		shared courses by telephone
		Southern U	La		+		1								
		(14 other institutions)													
3219	Coop Assoc of the N E Cath Wmn's C	Regis C	Mass		+		3		+		+	+			cross cultural experiences
		Trinity C	Vt		+		3								
		Annhurst C	Conn		+		3								
		(and 11 other institutions)													

				Type				Source of Program Funds			Program Participants				
Code	Name of Cooperation	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Student	Faculty	Facility	Other	Remarks
3221	Council on Advancement of Small C	82 Institutions													cooperation in professional dev
3222	Coop Undergrad Prg in Crit. Lang.	89 Institutions													improved instruction
3223	Detroit U Eng Prg	U of Detroit (23 other institutions)	Mich	+			1				+		+		cooperation in professional dev
3228	Merrill-Palmer 3-2 Eng	75 institutions						+	+		+		+		
3230	Midwest C	15 institutions									+	+			coop in prof dev recruitment of stud.
3231	UNCF Faculty Cooperation	Carleton C	Minn		+		2		+		+	+			cultural exchange coop in prof dev
		Knoxville C	Tenn		+		3								
		Huston-Tillatson	Tex		+		2								
		Paine C	Ga		+		3								
		Tuskegee Inst	Ala		+		2								
		Macalester C	Minn		+		2								
		C of St Benedict	Minn		+		3								
		C of St Thomas	Minn		+		3								
		U of Minn	Minn	+			1								
3234	Union for Res and Experimentation in Higher Ed	Stephens C	Mo				2	+			+	+			joint res and experiments
		Shimer C	Ill		+		2								
		Nasson C	Me		+		2								
		Ill Tchrs C	Ill			+	1								
		Reed C	Ore		+		2								
		Antioch C	Ohio		+		2								

				Type				Source of Program Funds			Participants				
Code	Name of Cooperative	Participating Institutions	State	Univ	L A	Tchrs C	Control	Federal	Private	Local	Student	Faculty	Facility	Other	Remarks
3234	Union for Res and Experimentation in Higher Ed	Bard C	N Y		+		2								
		Hofstra U	N Y		+		2								
		Bennington C	Vt		+		2								
		Goddard C	Vt		+		2								
		Sarah Lawrence	N Y		+		2								
3236	Wash Sem Plan	82 Institutions						+	+		+	+			joint courses in government
3238	ISCPET	West Ill U	Ill			+	1	+	+		+	+	+		joint courses in tchr ed; coop in prof dev
		Rockford C	Ill		+		2								
		Olivet Nazarene	Ill		+		3								
		Chicago U	Ill	+			2								
		Ill St U	Ill			+	1								
		Greenville C	Ill		+		3								
		Aurora C	Ill		+		3								
		North Ctrl C	Ill		+		3								
		Momouth C	Ill		+		3								
		Ill Wesleyan U	Ill		+		3								
		N Western U	Ill	+			2								
		Roosevelt U	Ill		+		2								
		Knox C	Ill		+		2								
		Ill Inst of Tech	Ill				2								
		Bradley U	Ill	+			2								
		DePaul U	Ill	+			3								
		Ill U	Ill	+			1								
		St Xavier C	Ill		+		3								
		Loyola C	Ill	+			3								

APPENDIX VII Part 2

DIRECTORY OF DEVELOPING COLLEGES IN COOPERATIVE PROGRAMS

BY NAME AND STATE

STATE Institutions	Number of Institutions in Program 2	3	4	5	6	7	8	9	10+
ALABAMA									
Alabama A & M	2022			2850					3220
Alabama St	2013		2777						
Auburn U			2750 2777	2850					
Judson C									3221
Oakwood C									3235
St. Bernard C	0245 2002 2004 2019								3235
St C at Troy	2000 2001 2014 2021		2750	2850					
Stillman C	0254 2017 2018 2292								3235 3236
Tuskegee Inst.	0240 2008 2009 2010 2011 2012 2013 2014 2015 2016 2083 2084	0719 2644 2645	0770 2750 2770	2850				3157	1259 1302 1503 1511 2639 3213 3220 3231 3235
U of Alabama			2750 2777	2850					

	2	3	4	5	6	7	8	9	10+
ALASKA									
Alaska Meth U	0253								
ARIZONA									
Arizona St C	0373			0861				1151	1330* 1333* 1450* 1506* 1508 1509* 1512*
Arizona St U			2771						
Grand Canyon C	2024							1151*	3221
Northern Ariz. U	0373*							1151*	1352*
ARKANSAS									
Arkansas A & M	0392*								3220
Arkansas Poly. C	0393*								
Harding C	2031					1056*			
Henderson St Tchrs C	2027	0646*							
John Brown U	2036					1056*			3221
Little Rock U	2029								
Ouachita Bapt.	2026 2027 2028	0646				1056			1511*
C of the Ozarks						1056*			5221
Philander Smith C	2029 2030 2034 2035 2179	0633*							3235
Southern St C	0391								

	2	3	4	5	6	7	8	9	10+
CALIFORNIA									
Azusa C		0644							3221
Calif. Bapt. C									3221
Calif. Luth. C									1506*
Calif. St C Hayward				0851					1217* 1506*
Calif. St C Palos Verdes						3051			
Chapman C	2037					3051			
Holy Names, C of	2449								3223
Humboldt St C								1217* 1506*	1512*
LaVerne C	0230				0969*				
Marymount C		0717*							
Mt. St. Mary's C		0714*		2867		1055*			1506* 1512*
Notre Dame, C of	0213 2042		0774* 2751						
Pacific, U of	0332								
Pacific C	2039								3221
Pacific Oaks C		2602							
Pasadena C		0644*							1506*
Pepperdine C									1506
Pitzer C					0970			1155*	
St. Albert's C									1260*
St. Mary's C of Calif.									1507*
St. Patrick's C									1260*
San Francisco, U of	0213*			2876		1055*			1506* 1512*
Southern Calif. C									3221
Southwestern C									3236
U of Calif. at Irvine	0509 0511						1100*	1169	1506* 1509*

	2	3	4	5	6	7	8	9	10+
CALIFORNIA (Cont'd)									
U of Calif. at Santa Cruz								1169*	
West Coast U (Engn-Sci)									1506*
Westmont C									3221
Woodbury C									1279*
COLORADO									
Adams St C	0255								1330*
Colo. Woman's C			0798*	0852					1216
Fort Lewis C	0244 0549*								1506*
Loretto Heights C			0798*	0852					1216* 1253* 1512*
Southern Colo. St C									1512*
CONNECTICUT									
Albertus Magnus C									3219
Annhurst C									3219
Central Conn. St C	0250		0772 0799						1250*
Danbury St C			0772* 0799						1250 1320*
New Haven C	0289*								
Quinnipiac C	0289								
St. Joseph C	0297								
Southern Conn. St C	0330		0772* 0799*						1250*
Willimantic St C			0772* 0799*						

	2	3	4	5	6	7	8	9	10+
DELAWARE									
Delaware St C									3220
DISTRICT OF COLUMBIA									
Dunbarton C of Holy Cross									1505*
Howard U	2044 2045 2046 2049 2050 2052 2053 2054 2055 2056 2057 2059 2095 2453	2644 2645							3220 3222
FLORIDA									
Barry C	2064 2080		2753						1511*
Bethune-Cookman	2061			0858*					3214 3235
Florida A & M U	0355 0545 2063					3051			1511* 3220
Florida Memorial C	2066 2068								
Florida Southern C	0595* 2069	2072 2073		0858*					3236
Jacksonville U	0565*								1511*
Stetson U	2061 2066 2067 596u* 597v*	2071 2073		0858					

	2	3	4	5	6	7	8	9	10+
GEORGIA									
Albany St C									1511*
Atlanta U	2078 2095 2107 2108 2411		0773*		0950				1163* 3235
Augusta C	2190								
Berry C	2109			2873					2475
Clark C	2086		2754		0950			3157	1163 3222 3235
Fort Valley St C									2475 3220
Ga. Southwestern C									1511*
Georgia St C	2093		0773						1163*
Gordon Military C									3221
Interdenom. Theolog. Ctr.									3235
La Grange C				2873					
Morehouse C	2085 2087 2089 2090 2091 2100 2105 2107 2176 598c*		2754		0950			3157	1163 1302* 1510* 3214 3222 3235
Morris Brown C	2096 2098	2406	2754		0950*				1163 3235
Paine C	0399 2081 2083 2106								1259 2475 3231 3235
Wesleyan C	0396								2475
West Georgia C									2475

	2	3	4	5	6	7	8	9	10+
GEORGIA (Cont'd)									
Woman's C of Georgia									2475
IDAHO									
Northwest Nazarene C	0302								
ILLINOIS									
Aurora C									1341* 1392* 2137 3238
Baptist Missionary Trng. S					2952				
Barat C of Sacred Heart									1253* 1341 1392 1501
Blackburn C									1392*
Chicago Tchrs C North	2135								
Concordia Tchrs C	0178*								1341
Elmhurst C					2952		2453		1341 1392* 3236
Eureka C (DD and LL)									1392 3221*
George Williams C					2952				1341* 1392*
Greenville C	2119								1392* 3236 3238
Illinois C	0273 0317						2453		1392*
Lewis C	0274								1341* 3223

	2	3	4	5	6	7	8	9	10+
ILLINOIS (Cont'd)									
MacMurray C	0010 0273* 0349 0350 0366 597y								1263* 1392* 3236
Maryknoll Seminary	0279								
McKendree C	2131 2140								3221
Milikin U									1263 1392 3236
Mundelein C	2115								1263 1341* 1392*
National C of Educ.									1392* 3228
North Central C					2952				1341* 1392* 1501 3236 3238
Olivet Nazarene									1341 1392 3238
Principia C							2453		1392*
Quincy C									1392*
Rosary C			2772						1501
St. Procopius C					2952				1207* 1341 1501 3223 3238
Shimer C							3104		1221* 1277* 1392* 1501

	2	3	4	5	6	7	8	9	10+
INDIANA									
Anderson C							1106*		
Bethel C		2632							
Evansville C			0792						
Franklin C of Indiana							1106*		
Goshen C	0308*								
Hanover C							1106*		1332* 3226 3230
Indiana Central C	596D*								
Marian C									1332*
St. Joseph's C	0348								3223
St. Mary of the Woods	2159	2603							1332*
Taylor U	2164								
IOWA									
Briar Cliff C	0171* 2183			0857*					1253* 1332*
Buena Vista C	2175			0857*					
Central C	0403* 2174 2301								
Clarke C			2604						
Dubuque, U of	2305		2604				2453		
Iowa Wesleyan	0304 596E*						2453		3236
Loras C	0264 2120 2172 2182		2604						3223

	2	3	4	5	6	7	8	9	10+
IOWA (Cont'd)									
Luther C	2176 2177 2178 2179		0766*						1263* 1501
Marycrest C	0306	2641							
Morningside C									3236
Northwestern C	2170			0857*					
St. Ambrose C	0306	2641							
Simpson C									1263* 3230 3236
Wartburg C	2185								
Westmar C	2169 2170 2171								
KANSAS									
Baker U	0401* 583y								1334*
Bethany C					0966*	3052			3236
Bethel C	0400 2192	2605	2854		0966*	3052			3221
Friends U	2195	2606							
Kansas Wesleyan U	0597s*				0966*	3052			3214 3236
Marymount									3221
McPherson C	2191		2854		0966 0969	3052			
Mount St. Scholastica	0177								1334*
Ottawa U	0401								1334*
Sacred Heart C	2189 2195	2606							1277* 3221

	2	3	4	5	6	7	8	9	10+
KANSAS (Cont'd)									
St. Mary C									1334
Southwestern C	0597w* 2030 2101			0879					3236
Sterling C					0966*	3052			
Washburn U of Topeka	2188 2190 2252		0807*						
KENTUCKY									
Bellamarine C	0358				2954				3223
Brescia C	2152								
Campbellsville C									3221
Catherine Spalding	0356 2197				2954				1511
Cumberland C									3221
Georgetown C	2196						1106*		
Kentucky St C									3220
Morehouse St C				0853					1281*
Murray St C	0365			0853					1281*
Nazareth C of Kentucky	0356*				2954				
Pikeville C									3221
Ursuline C	0358 2197				2954				
Villa Madonna	2204 2205								3223

	2	3	4	5	6	7	8	9	10+
LOUISIANA									
Dillard U	2207 2208 2209 2210	2639							1511* 3214 3235
Grambling C									3214
Louisiana Polytech Inst	0187* 0381								
McNeese St C									1511*
Northeast La. St C									1292* 1511*
Northwestern St C of La.								1292* 1511*	
St. Joseph Seminary									3219
St. Mary's Dominican	2206								
Southeastern La. C								1511*	
Southern U and A & M	2208 2214								3214 3220
Southwestern La., U of		0606							
Xavier U	0345 2142 2211 2212 2213 2246		0770					1259*	3223 3235
MAINE									
Farmington St Tchrs C									3228
Nasson C	2258			0955				1221* 1277*	3221
U of Maine	0420*				0957*	1060*			1250* 1320* 1512* 2963 3228

	2	3	4	5	6	7	8	9	10+
MARYLAND									
Columbia Union									1505* 1511*
Coppin St C			0796*						
Hood C					0958	1054*			1372* 1505* 3228
Loyola C	0064 0472	0613*				1054*			1505*
Maryland St C									3220
Morgan St C	2386		0796* 2770						
Mount St. Agnes C		0613				1054*			1207* 1505*
Notre Dame of Maryland	0064* 0472	0613				1054*			
St. John's C						1054*			
St. Joseph C					0958*				1511*
Towson St C			0796*			1054*			1505*
Washington C						1054			1505
Western Maryland C	5973*				0958	1054			1505*
MASSACHUSETTS									
Anna Maria C for Women	2271								3219
Babson Inst of Bus. Admin.									1513*
Eastern Nazarene									1513*
Emmanuel C	0067 0383*								1400* 1513* 3219
Gordon C									1513*
Lesley C		0696*							1513*

	2	3	4	5	6	7	8	9	10+
MASSACHUSETTS (Cont'd)									
Merrimack									1513*
Newton C of Sacred Heart	2218								1510* 3219
Our Lady of the Elms									3219
Regis C			2772						1400* 1513* 3219
St C at Bridgewater			2758						
St C at Fitchburg									1320*
St C at Framingham			2758						
St C at Lowell			2758						
St C at Salem			2758						
St C at Westfield	2362								
MICHIGAN									
Alma C	0315				0951				1263 3222 3228 3230
Aquinas C		2638							3223
Central Michigan U	0313 0314 2223 2225 2226	2608		0867			3110		3228
Hillsdale C									3228
Marygrove C	0135 0241*								
Mercy C of Detroit									1207* 3228
Michigan Tech. U			2760				3110		1270* 1282 1470 1500

	2	3	4	5	6	7	8	9	10+
MICHIGAN (Cont'd)									
Nazareth C	2228	2638							1251
Northern Michigan U							3110	1104	1262 1270
Northwestern Michigan C			2760						
Owosso C		2632							
Spring Arbor C		2632							3221
MINNESOTA									
Augsburg C			2761					3151	1294*
Bemidji State C			0608* 0636*						
Bethel C & Seminary			0765					3151	1294*
Concordia C at Moorhead		0609							1294*
Concordia C at St. Paul		0609							
Gustavus Adolphus C			0766						1263* 1294* 3230 3231
Hamline U			0755 2777					3151	1204 1259* 1510* 3236
Moorhead St C		0609*							3228
Northwestern C	0063								
St. Benedict, C of	0078	2612 2643							3231
St. Cloud State C		2612							
St. Mary's C	0058 0079 0082								1294*
St. Scholastica Inc., C of		2643							1294*
St. Teresa, C of	0079	2611							1253* 1294*

	2	3	4	5	6	7	8	9	10+
MICHIGAN (Cont'd)									
U of Michigan									1504*
Winona St C		2611							
MISSISSIPPI									
Alcorn A & M C	2236								3220
Bellhaven C									1292*
Delta St C									1292*
Jackson St C	2231							3157	3214
Tougaloo C	0042 2169 2232 2234 2239 2348								1302* 3235 3236
William Carey C	0046 2240								1292*
MISSOURI									
Avila C				2867					1334
Central Methodist C	5978*			0856*					3214
Culver-Stockton							2453		
Drury C	0051* 0133*								3214 3236
Fontbonne C				2867					
Lincoln U									3220
Lindenwood C							2453		3220 3228 3236
Maryville C of Sacred Heart									1253*
Missouri Valley C									1334

	2	3	4	5	6	7	8	9	10+
MISSOURI (Cont'd)									
Northwest Mo. St C	2243		0762						1292* 1334*
Notre Dame C	0058								1253
Park C	0597R*								1334* 3236
Rockhurst C									1334* 1505*
Southwest Mo. St C	0132* 2245		0762						
Stephens C				0856					1221* 3214
Tarkio C									1334
Webster C								1382*	1253* 1282*
William Jewell C	0085 0208 0412								1334 3236
William Woods C	2242			0856					
NEBRASKA									
Chadron St C	2255								1350* 3204
Concordia Tchrs C	0200 2250								1350* 3204
Dana C	2248								1350* 3204
Doane C	0052 0417 2252		0807						1350* 3204 3228 3236
Duchesne C o/t Sac Heart									1350 3204
Hastings C									1350*

	2	3	4	5	6	7	8	9	10+
NEBRASKA (Cont'd)									
Kearney St C	0037 0209								1350 3204
Midland Lutheran C									1350* 3204
Nebraska Wesleyan U	0443 0492 2253								1350* 3204
Peru St C	2247								3204
St. Mary ,C of	2211								1207 1350 3204
Wayne St C	2251								1350 3204
NEW HAMPSHIRE									
Mount St. Mary C									3219
St. Anselm's C	0146				0952* 0955*				1320 1400* 3219
U of N.H., Keene St C	2259				0952* 0955*				
U of N.H., Plymouth St C	2259				0952* 0955*				
NEW JERSEY									
Monmouth C	0149 2263								3222
St. Peter's C									3223
Upsala C									1505*

	2	3	4	5	6	7	8	9	10+
NEW MEXICO									
New Mexico Highlands U	0192		2763						1330 1352* 1450* 1506*
Western New Mexico U			2763						1330* 1352*
NEW YORK									
Alfred U	2278								1391*
Bank Street C of Educ							1102		3208
Briarcliff C							3102		1206 3208
Canisius C	0195 2299								1203* 3223
D'Youville C	2296								
Finch C									3208
Good Counsel C									3208
Hartwick C									3236
Houghton C	0432*								
Iona C	0286*								3205 3208 3223
Ithaca C						1058*	1110*		
Jewish Theolog. Sem of Am	0429 0430								3208
Keuka C	2288					1058	1110*		
Kings C, The	2294								3208 3221
Ladycliff C									3209
Marist C	2290						3102		3223

	2	3	4	5	6	7	8	9	10+
NEW YORK (Cont'd)									
Mary Rogers C									3209
Marymount C		0717							3208 3209
Marymount Manhattan C		0717*					3102		3208
Mills C of Education							3102		3208
Mount St. Vincent, C of	0387						3102		3208
Nazareth C	0388*				0967*			1165	
New Rochelle, C of									3205 3208
New S for Social Research									3208
Niagara U	0483								3223
Roberts Wesleyan C	0191				0967*			1165	3221
Russell Sage C	2297				0954				
St. Bernardine of Siena	0256* 0269*				0954*				
St. Francis C							3103		3205 3208
St. John Fisher C	0388				0967*			1165	3223
St. Joseph's C for Women							3103 3102		
St. Rose, C of	0256 0296 2286			2867	0954*				
Skidmore C	0424				0954			3222	
SUNY at Albany		2613							
SUNY at Binghampton	2231 2282								
SUNY at Brockport	0191*							1165*	
SUNY at Cortland	0423*								
SUNY at Fredonia				0876*					
SUNY at Geneseo								1165*	

	2	3	4	5	6	7	8	9	10+
NEW YORK (Cont'd)									
SUNY at New Platz							3102		
Wagner C							3102		
William Smith C	0563*					1110*	1058*		
NORTH CAROLINA									
A & T of North Carolina			0801*	0870					1310* 3213 3220
Appalachian St Tchrs C	0074 0089* 2304								
Barber-Scotia C									3235
Belmont Abbey C, Inc.	0380* 0389 0390 2306 2315 2320 2321 2323								1310*
Bennett C				2859					3235
Catawba C	0589* 2312								1310*
East Carolina C	0094 2163 2307								
Elon C									1310*
Greensboro C, Inc.									1310
Guilford C									1310
High Point C	2324 2325 2327 5964*								
Johnson C. Smith	0093 2305 2326								1310 3235

	2	3	4	5	6	7	8	9	10+
NORTH CAROLINA (Cont'd)									
Lenoir-Rhyne									1310* 1511*
Livingstone C	2058 2314								1310* 3220 3235
Mars Hill C									1310*
N. C. C at Durham	2329 2331 2458		0801	0870* 2859					1411* 1511*
Pfeiffer C, Inc.	2322								1310*
Queens C									1372 3222 3236
St. Andrews Presby.	2326								
St. Augustine's C	2313 2314 2434			2859					3219 3235
Salem C									1310*
Shaw U	2313			2859					3235
U of N.C. at Charlotte				0871*					1511*
U of N.C. at Greensboro		0604*			0951*				1511*
Western Carolina C	0116								
Winston-Salem St C	0013	2616		2859					1310* 1511*
NORTH DAKOTA									
Dickinson St C		0649		2860					
Jamestown C				2860					3220
Mayville St C				2860					
Minot St C				2860					

	2	3	4	5	6	7	8	9	10+
NORTH DAKOTA (Cont'd)									
N.D. St U of Agric & App Sci		0609* 0649*							
Valley City St C				2860					
OHIO									
Ashland C									3228
Baldwin-Wallace C	0556* 0584* 2035 2280 598M	0633*							1502* 3236
Bluffton C				2861					
Borromea Sem. of Ohio				0850*					
Capital U	0588*					1052*			
Central St C	0114* 2342								
Defiance C				2861					1502*
Findlay C				2861					1502*
Heidelberg C	598E 0599* 2333 2334								3230 3236
Hiram C	2234 5985*								1502* 3220 3236
Lake Erie C									1510*
Malone C		2617							1277* 1502* 3221
Mary Manse C				2861					
Mount Union C	597D*	2617							3236
Muskingum C									1510* 3236

	2	3	4	5	6	7	8	9	10+
OHIO (Cont'd)									
Notre Dame C				0850					
Ohio Northern U									1502*
Otterbein C	596S*					1052			1502* 3236
Our Lady of Cincinnati									1207*
St. John C of Cleveland	2374			0850					
Ursuline C				0858*					
Walsh C		2617							3221
Western C for Women	597H* 2104 2347						1106*		1372* 1502 3228 3236
Wilberforce U	0114* 2096 2335								1501* 3214 3221
Wilmington C	2079 2345						1106*		1502* 3236
Wittenberg U	0580 2358 5976*						1106*		1502* 3236
OKLAHOMA									
East Central St C	2362								
Langston U	2349 2361								3214 3220
Oklahoma Baptist U									1511*
Okla. C of Liberal Arts	2364 2366								
Panhandle Agric & Mech C	0164								
Phillips U	2365								

	2	3	4	5	6	7	8	9	10+
OREGON									
Cascade C	2368	0601	0752						
Eastern Oregon C	0038					3054			
George Fox C	0452*	0601	0752						3221
Linfield C	2373 2452								
Marylhurst C	0039								1253*
Mount Angel Sem.	2370 2371								
Oregon C of Education	0032 0452 2368		0752			3054			1330* 1352*
Pacific U									1506*
Southern Oregon C			0752*			3054			1352*
Warner Pacific C		0601							3221
PENNSYLVANIA									
Albright C	0582*							1152	3153 3236
California St C									1502*
Carnegie Inst of Tech	0166* 0343				8968*		1109*		1210 1282 1411 1470 1480 1500 1502 3228
Chestnut Hill Jr of St. Joseph	0101*								
Christ the Savior Sem			0783						1502*
Drexel Inst of Tech	0095 0122 0141 0324		0780 0781						

	2	3	4	5	6	7	8	9	10+
PENNSYLVANIA (Cont'd)									
Duquesne U	0098				0968*	1053 1060			1502
Eastern Bapt. Theol. Sem						1050			
Elizabethtown C	0594			0854*	0969*			1166* 3153	1208* 3228
Gannon C	0086								
Geneva C		0623							
Gwynedd-Mercy C	0100								
Indiana St C	0323		0781						1502*
Juniata	596F* 0566*				0969*			1166	1208* 1505*
King's C									3221 3223
LaSalle C	0101								
Lebanon Valley C	0416			0854				1152	
Lincoln U	0140 2383 2389		0780 2766					3153	
Lycoming C	596H* 597T*							3153	3236
Mansfield St C						1058*	1110*		
Mercyhurst C	0086								
Messiah C	0147							1166*	1208* 3221
Millersville St C	0266							1166*	1208*
Misericordia C	0138 0143								1207*
Moravian C	0335*							1152*	1201
Mount Mercy C					0968*				1502*
St. Francis C								3153	

	2	3	4	5	6	7	8	9	10+
PENNSYLVANIA (Cont'd)									
St. Vincent C								3153	
Seton Hill C	0145 598F* 2391								
Shippensburg St C	0147								1208*
Slippery Rock St C									1502*
Susquehanna U	0448								
Thiel C	0447 0450* 0484								
Westminster C								3153	3236
Wilkes C								1152	
PUERTO RICO									
Catholic U of P.R.	2465								
RHODE ISLAND									
Barrington C									3221
Rhode Island C	2393	0622		2864		1061*			1250* 1513*
Salve Regina C									1207* 1320* 1513* 3219
SOUTH CAROLINA									
Benedict C								3157	1259 3235
Central Wesleyan C									3221
Claflin U								3157	

	2	3	4	5	6	7	8	9	10+
SOUTH CAROLINA (Cont'd)									
Coker C for Women								1170*	
Columbia C, The								1170*	
Converse C								1170*	
Erskine C								1170*	
Furnam U	0004 0596*							1170*	3222
Lander C									1511*
Limestone C								1170	
Newberry C								1170*	
Presbyterian C								1170*	
South Carolina St C								3220	
SOUTH DAKOTA									
Augustine C		2621	2777		0953*				0501*
Black Hills St C	0024								
Dakota Wesleyan U					0953*				
Huron C					0953*				
Mount Marty C					0953				
Northern State C	0023								
Sioux Falls C		2621			0953*				
Yankton C, Inc.	2129 2397	2631			0953*				
TENNESSEE									
Belmont C	0165								
Carson-Newman	0414	0652							
Chattonooga, U of	0106 0414 596X*								1275 1281

	2	3	4	5	6	7	8	9	10+
TENNESSEE (Cont'd)									
Christian Brothers C	0105								
Fisk U	0320 2177 2340 2356 2445	2622	2767						
Knoxville C	0092 0102 0104 2229 2345				2964				1259* 3231 3235
LeMoyne C	2168 2408								1281* 3214 3235 3236
Maryville C					2964				
Milligan C									1507* 3221
Siena C	0105*								
Southern Missionary C									1511*
Tenn. Agric & Indust St U	2145 2407	2624							3213 3220 3228
Tennessee Wesleyan C	5960*								1292*
Tusculum C	5960*								
Union U									1511*
U of Tennessee	0091 0126 0128 0305 0321*		0782*						1508 1511*

	2	3	4	5	6	7	8	9	10+
TEXAS									
Abilene Christian C		0602							
Austin C	0073								1361*
Baylor U	2009								
Bishop C	0328* 2411					1059		1162*	1261 1300 3214 3235
Dallas, U of						1059*			1261* 1279* 1300*
Hardin-Simmons U		0602							
Huston-Tillitson C	2132						1113*		2235 3231 3236
Incarnate Word C		0626							1511*
Lamar Sr. C of Tech		2628							1361
McMurry C		0602*							
Midwestern U									1361*
Our Lady of the Lake C		0626					1113*		
Pan American C									1361*
Prairie View A & M	2128 2410 2413 2421								1361* 1511* 3213 3220
Sacred Heart Dominican C		2626							1511*
St. Edward's U							1113*		
St. Mary's Sem		0626							
St. Thomas, U of		2626	0760*						
Sul Ross St C	0119								0361*
Tarleton St C									1361*

	2	3	4	5	6	7	8	9	10+
TEXAS (Cont'd)									
Texas Southern U	0364 2459	0712*	0760 0801	0870*					1361* 3220
Texas Wesleyan C	2409					1059*		1162*	1261* 1300 3220
West Texas St U									1361*
Wiley C	0033*								3235
UTAH									
Weber St C									1506* 1512*
Westminster C									1506*
VERMONT									
Castleton St C									1320*
Goddard C	2428				2958				1221 1277 1513 3221 3228
Johnson St C	2428 2429								
Norwich U					2958				1400 1513*
St. Michael's C					2958				1203* 1400*
Trinity C									3219
VIRGINIA									
Eastern Mennonite C									1277* 3221

	2	3	4	5	6	7	8	9	10+
VIRGINIA (Cont'd)									
Hampton Institute	0310* 2332 2346 2431 2433 2436							3157	1380* 1511* 3228
Longwood C	0167		0756* 0757* 2769						1380*
Lynchburg C		2629							1380*
Mary Baldwin C									1302* 1372* 1380*
Medical C of Virginia	0160*		0758*	0871*					1380* 1503* 1511*
Old Dominion C	0378								
Radford C			0757*						1275*
St. Paul's C	2434 2442						3104		1380*
Virginia St C	2431 2432 2434 2439 2442 2444								1380* 1511* 3220
Virginia Union U	2438 2439								1380* 3235
WASHINGTON									
Central Washington St C				0866*					1271* 1312* 1506* 3212
Fort Wright C of the Holy Names	2446 2449 2451 2452								3223

	2	3	4	5	6	7	8	9	10+
WASHINGTON (Cont'd)									
Pacific Lutheran U	0137								1271* 1312* 3212
Puget Sound, U of	0137 0253* 0632*								1271* 1506* 3212
St. Martin's C		0632							
Seattle Pacific C									1271* 1506* 1512* 3212
Whitman C									1271*
Yakima Valley C									3212
WEST VIRGINIA									
Alderson-Broaddus C	2343 2375								1502* 1511*
Bluefield St C									1502*
Concord C	0012								1502*
Davis & Elkins C	0025 0411*								1502* 3236
Fairmont St C									1502* 1511*
Glenville St C									1502*
Morris Harvey C	0026								1275* 1511*
Salem C	0027								1277*
Shepherd C		0643							1275* 3236
West Liberty St C	0080								
West Virginis Wesleyan	0136 0410 597L*								1275* 1502* 1511*

	2	3	4	5	6	7	8	9	10+
WEST VIRGINIA (Cont'd)									
Wheeling C									3223
WISCONSIN									
Alverno C	2454	2630							
Cardinal Stritch C	598T*	2630							1263*
Carthage C		0707							3228
Dominican C of Racine		2630 2638							1253* 3221
Edgewood C of Sacred Heart									1253*
Lakeland C									3221
Milton C									3221
St. Norbert C									3223
Stout St U								1157* 1158* 1159*	1214* 1258*
Wis. St U at Eau Claire			0800				1111*	1157* 1158* 1159*	1214* 1258*
Wis. St U at La Crosse							1111*	1157* 1158* 1159*	1214* 1258*
Wis. St U at Oshkosh							1111*	1157* 1158* 1159*	1214* 1258*
Wis. St U at Platteville							1111*	1157* 1158* 1159*	1214* 1258*
Wis. St U at River Falls							1111*	1157* 1158* 1159*	1214* 1258*
Wis. St U at Stevens Pt.							1111*	1157* 1158* 1159*	1214* 1258*
Wis. St. U at Superior	0183		0800*					1157*	

	2	3	4	5	6	7	8	9	10+
WISCONSIN (Cont'd)									
Wis. St U at Whitewater							1111*	1157* 1158* 1159*	1214* 1258*

APPENDIX VIII

DEVELOPING COLLEGES IN HIGH INVOLVEMENT COOPERATION PROGRAMS

BILATERAL AND MULTILATERAL

Explanation:

A. State

B. Type
  1. University
  2. Liberal Arts College
  4. Teachers College
  5. Independent Technological School
  6. Theological or Religious School
  7. Other Independent Professional Schools
  8. Junior College

C. Race
  1. Not Predominately Negro
  2. Predominately Negro

D. Sex
  1. Institution for Men
  2. Institution for Women
  3. Coed Institution

E. Enrollment
  1. Below 200
  2. 200 - 499
  3. 500 - 999
  4. 1,000 - 2,499
  5. 2,500 - 4,999
  6. 5,000 - 9,999
  7. 10,000 - 19,999
  8. 20,000 Plus

F. Funding 1965
  x. Funds Available in Unknown Quantity

G. Title III 1966-67

H. Title III 1967-68

I. Date Program Began

* Where this figure is repeated, it indicates that each institution participates in this total amount.

APPENDIX VIII

DEVELOPING COLLEGES IN HIGH INVOLVEMENT COOPERATION PROGRAMS

BILATERAL AND MULTILATERAL

Bilateral:

Code	Developing	Established	State	Control	Race	Sex	Enrollment	Funding 1965	Title III 1966-7	Title III 1967-8	Date Program Began	Program: Student	Program: Faculty	Program: Admin
2077	Miles College		Ala.	2	2	3	3				1964	Undergraduate and graduate students from the Cambridge area join with Miles College students in community programs for high school students and in general civil rights activity.	Experimental freshman program tailored to the needs and potential of students coming from the Birmingham area.	The program does not officially link Miles and Harvard as institutions beyond the leadership of Dean John Monroe, who in 1967 transferred to Miles and became Dean of Freshman Studies.
		Harvard Univ.	Mass.	1	1	1	7							
2257	Talladega C.		Ala.	2	2	3	2		x	x	1964		Internships for Talladega faculty on instructional application of the computer. One faculty member from Dartmouth spent the year 65-66 at Talladega. Joint appointments of faculty, consultation for curricular development, and development of common video tape courses.	Consultation on fund raising.
		Dartmouth C.	N.H.	2	1	1	5							
2007	Tuskegee Institute		Ala.	2	2	3	5	x	x	x	1963	13 students went from Tuskegee to Michigan and 7 students went from Michigan to Tuskegee, plus cultural exchanges.		
		Univ. of Mich.	Mich.	1	1	3	8							

Code	Developing	Established	A	B	C	D	E	F	G	H	I	Student	Faculty	Admin
													Social science research program on race relations in the South. Graduate fellowships for Tuskegee faculty at Michigan. Experimental multi-disciplinary course in philosophy, plus consultant support.	Assistance by Michigan in a self-study of Tuskegee. Aid to Michigan so that it might acheive integration in its nursing program. Aid to Tuskegee in receuitment of students, administrative exchange, library development and usage, and telephone consultation.
2027	Henderson St.C.		Ark.	4	1	3	4				1955	Joint enrollment permits a greater variety of offerings. Each college has improved the depth and scope in its program as a result of the arrangement. Cultural exchange plus credit transfers.	Exchange of faculty, cooperation in professional development, and joint faculty seminars.	Joint library services and usage, common computer use, program planning, and administrative exchange.
	Ouachita Baptist C.		Ark.	2	1	3	4							
2035	Philander Smith College		Ark.	2	2	3	3	x	x	x	1966	Special program to raise the reading levels of students at Philander Smith, exchange of students, cultural exchange, and a pre- college program.	Graduate students from SUNY are teaching at Philander Smith while its faculty are on leave to study. Exchange of faculty, cooperation in professional development, fellowships, and remedial projects.	Administrative exchange especially in the registrar and librarians, consultation on a new service complex at Philander Smith, long range planning, and fund raising.
	Baldwin- Wallace College		Ohio	2	1	3	5							

Code	Developing	Established	A	B	C	D	E	F	G	H	I	Student	Faculty	Admin
2037	Chapman C.		Cal.	2	1	3	4	x		x	1962	Overseas program, joint library usage, radio, and computer use service.	Faculty exchange, overseas program, joint seminars, television, and computer use service.	Recruitment of students, library development and usage, and television.
		Calif. St. C. at Fullerton	Cal.	2	1	3	6							
2039	Pacific C.		Cal.	2	1	3	2	x	x	x	1966	Joint enrollment, joint student affairs, credit transfer, joint library use, and computer use is under discussion.	Faculty exchange, plus cooperation in professional development.	Program planning with fund raising being discussed.
		Fresno St. C.	Cal.	2	1	3	7							
2130	Eureka C.		Ill.	2	1	3	2	x		x	1966	Cultural exchange, joint enrollment, double degree, and fellowship.	Cooperation in professional development, non western studies, fellowship, joint faculty seminars, and joint research.	Program planning, physical plant development, and library development and usage.
		Ill. St. Univ.	Ill.	4	1	3	6							
2138	Lewis College		Ill.	2	1	3	3				1964	Student exchange, joint student affairs, credit transfer, and joint library usage.	Faculty exchange and joint seminars.	Program planning, recruitment of students, and telephone consultations.
	C. of St. Francis		Ill.	2	1	2	3							
2115		Loyola Univ.	Ill.	1	1	3	7				1965	Student exchange, cultural exchange, joint enrollment, credit transfer, fee waivers, and joint library usage.	Faculty exchange.	Program planning and telephone consultation.
		Mundelein C.	Ill.	2	1	2	4							

Code	Developing	Established	A	B	C	D	E	F	G	H	I	Student / Faculty / Admin
2151		St. Mary's C. of Notre Dame	Ind.	2	1	2	4	x			1965	Exchange of students, cultural exchange, common overseas program, increase in the course offerings for the St. Mary's students. A bus shuttles 30 round trips per day. Certain departments are merged, exchange of faculty, cooperation on professional development, and joint faculty seminars. Joint library usage, computer services. Objective is to create one intellectual community in which the totality of the resources of both would be open to both.
		Univ. Of Notre Dame	Ind.	1	1	1	6					
2155	Stillman C.		Ala.	2	2	3	3	x	x	x	1964	Stillman students enrolled for summer sessions, a limited exchange for Indiana students to go to Stillman is planned, graduate fellowships and assistantships for the Stillman seniors, and cultural exchange. Faculty exchange in Art Education, fellowships for Stillman faculty, and course development in Physics, English, and Math. Long range planning for Stillman, experience for Indiana in serving the type of student that Stillman serves, joint drafting of proposals telephone and computer tie-ins, and library consultations for development.
		Univ. of Indiana		1	1	3	8					
2200	Bellarmine C.		Ky.	2	1	1	4			x	1962	Joint enrollment of usually 1-3 students, credit transfer, intercollegiate council to plan and coordinate student affairs, cooperative cultural and social events. Full and partial coordination of various departments. Coordinated calendars,management consultants used to study and recommend a cooperative program, and exchange of library priviledges and othe information.
	Ursuline C.			2	1	2	2					

Code	Developing	Established	A	B	C	D	E	F	G	H	I	Student	Faculty	Admin
2230	Rust College		Miss.	2	2	3	2	x	x	x	1964	Exchange of students, cultural exchange, remedial work for Rust students.	Cooperation in professional development, fellowship, and training for Rust faculty.	Administration exchange, library development and usage, and telephone consultations.
		Univ. of Iowa		1	1	3	7							
2233	Tougaloo		Miss.	2	2	3	3	x	x	x	1964	Student exchange, cultural exchange, and graduate exchange.	Faculty exchange, and program development.	Program planning and administrative exchange.
		Brown Univ.	R.I.	2	1	3	5							
2291		Nazareth C.	N.Y.	2	1	2	4				1961	Joint enrollment with 100 students from each institution, credit transfer, and fee waivers.	Joint faculty seminars and televised instruction.	Common computer services, fund raising, program planning, telephone consultations, and library development and usage.
		St. John Fisher C.	N.Y.	2	1	1	4							
2303		Appalachian St. Teachers C.	N.C.	4	1	3	5				1956	Student exchange, cultural exchange, fellowships, and credit transfer.	Cooperation in professional development.	Recruitment of students fro the program.
		Indiana Univ.	Ind.	1	1	3	8							
2330	Winston-Salem St. C.		N.C.	4	2	3	4		x	x	1964	Exchange of students, cultural exchange, 12 students from Mississippi high schools are enrolled at S.I.U. with tuition awards, jointly sponsored independent study projects, and extra curricular exchanges.	Exchange of faculty, movement from teacher education to a liberal arts emphasis, teaching internships, and curriculum development.	Emphasis upon culture, a common interest in expanding; joint study committee for long range planning on the relationship, and library usage.
		Southern Ill. Univ.	Ill.	1	1	3	8							

Code	Developing	Established	A	B	C	D	E	F	G	H	I	Student	Faculty	Admin
2357	Case Institute of Technology		Ohio	5	1	1	5					The accumulation of a pattern of cooperation on many levels among these two institutions has resulted in their announced merger of 1967.		
		Western Reserve Univ.	Ohio	1	1	3	6							
2335	Wilberforce Univ.		Ohio	2	1	3	4	x	x		1964	Exchange of students specifically to acheive an intercultural impact-mutual benefit is expected because of the radical difference of the two student bodies. Cultural exchange will be the frosting on the cake for all interested.	Courses jointly conducted, development of cooperative education program at Wilberforce in the Antioch model, faculty exchange, joint faculty seminars, special projects on race relations, curriculum development, and remedial programs in math and reading.	Recruitment of students, administrative exchange, library development and usage, and faculty and other personnel recruitment.
		Antioch C.	Ohio	2	2	3	3							
2390	C. Misericordia		Pa.	2	1	2	4				1961	Student exchange, joint enrollment, credit transfer, joint library usage, and continuing education.	Cooperation in professional development and exchange of faculty.	Program planning, recruitment of students, and library development and usage.
		Univ. of Scranton	Pa.	2	1	1	5							
2391		Seton Hill C.	Pa.	2	1	2	4			x	1965	Coordinate social calendar, joint cultural activities, traveling lecturers, and cross enrollment.	Free instruction for faculty kids and faculty exchange.	Coordination of academic calendar.
		St. Vincent C.	Pa.	2	1	1	3							

Code	Developing	Established	A	B	C	D	E	F	G	H	I	Student	Faculty	Admin
2403	Knoxville C.		Tenn.	2	2	3	3		x	x	1963	Joint enrollment, credit transfer, fee waivers; joint library usage, and television.	Faculty exchange, television, and pre-college program.	Television.
		Univ. of Tenn.		1	1	3	8							
2168	Le Moyne C.		Tenn.	2	2	3	3	x	x	x	1966	Cultural exchange.	Faculty exchange, traveling scholars, fellowships, and continuing education.	Program planning, administrative exchange, and telephone consultations.
		Univ. of Iowa	Iowa	1	1	3	7							
2425	Jarvis Christian College		Tex.	2	2	3	4	x	x	x	1965	Student exchange and joint student affairs.	Faculty exchange, coopera- in professional development, joint seminars, joint research, television, computer use, and investigation of job opportunities in the area.	Physical plant development, administrative exchange, library development and usage, computer use, and administrative evaluation.
		Texas Christian Univ.	Tex.	1	1	3	6							
2158		Texas Southern Univ.	Tex.	2	2	3	5	x			1964	This cooperative program is a comprehensive project to acheive accreditation for the Texas Southern Univ. School of Business		
		Indiana Univ.	Ind.	1	1	3	8							
2437	Hampton Institute		Va.	2	2	3	4	x	x	x	1963	Student exchange, cultural exchange, joint student affairs, fee waivers, joint library usage, and racial problems.	Faculty exchange and cooperation in professional development.	Fund raising, administrative exchange, library development and usage, and telephone consultation.
		Cornell Univ.	N.Y.	1	1	3	7							

DEVELOPING COLLEGES IN HIGH INVOLVEMENT COOPERATION PROGRAMS

BILATERAL AND MULTILATERAL

Multilateral:

Code	Developing	Established	State	Type	Race	Sex	Enrollment	Funding 1965	Title III 1966-67	Title III 1967-68	Date Program Began	Program		
												Student	Faculty	Admin.
3058	C of Ozarks		Ark	2	1	3	2				1956	Arkansas Foundation of Associated Colleges: First organized in 1954 the AFAS was a response to loss in faculty to other institutions. Additional support for salaries and advanced training was obtained for a faculty fellowship program. 272 faculty members have received grants and almost 30% have earned the Ph.D. Substantial business support for the colleges has been received. A cooperative library project has upgraded and coordinated the collections. An extensive cultural enrichment program has been conducted. In the absence of continuing funds the AFAS anticipated discontinuing its operations in 1967.		
	Harding C		Ark	2	1	3	4							
	John Brown U		Ark	2	1	3	3							
	Southern Bapt C		Ark	8	1	3	3							
	Ouachita Bapt		Ark	2	1	3	4							
		Hendrix	Ark	2	1	3	3							
		Arkansas C	Ark	2	1	3	2							
2953	Sterling C		Kans	2	1	3	3	None			1962	Associated Colleges of Central Kansas: These colleges located relatively close to each other have cooperated informally for many years. Since 1962, following a Workshop on inter-Mennonite cooperation, this was expanded to include coordinated departments on the Latin American area, faculty teaching classes on other member campuses, cross enrollment of students and coordination of majors in physics, and Spanish. A Non-Western Studies Seminar, a study abroad program and a cultural program is jointly conducted.		
	McPherson C		Kans	2	1	3	3	None						
	Kansas Wes		Kans	2	1	3	3	None						
	Tabor C		Kans	2	1	3	2	None						
	Bethany C		Kans	2	1	3	3	None						
	Bethel C		Kans	2	1	3	2	None						

Code	Developing	Established	A	B	C	D	E	F	G	H	I	Student	Faculty	Admin.
2952	Elmhurst C		Ill	2	1	3	5	None			1963	Associated Colleges of the Chicago Area: When the facilities of the Argonne National Laboratory became available for instruction and research, these 6 colleges joined in 1963 to cooperate in science education. Work in the instructional laboratories is limited to juniors and seniors majoring in mathematics or science. The program consists of faculty-student experiments, faculty workshops, and student seminars in biology, chemistry, physics and mathematics. In addition telephone-lecture seminars in radiobiology are used. Student exchange, joint enrollment, and credit transfer are also available.		
	George Williams		Ill	2	1	3	3	None						
	St.Procopius C		Ill	2	1	1	3	None						
	Aurora C		Ill	2	1	3	4	None						
	North Central C		Ill	2	1	3	4	None						
		Wheaton C	Ill	2	1	3	4	None						
2852	Fla.Presbyterian		Fla	2	1	3	3				1962	Associated Mid-Florida Colleges, Inc.: Formed in 1962, the AMFC has headquarters at Stetson University. Formally incorporated AMFC works through a Planning Council with standing committees on admission, student financial aid, business affairs, library affairs, overseas study programs, curriculum coordination, cultural exchange, visiting scholars and faculty exchange, and area studies. Some 33 students were abroad in 1965. Student exchanges, cultural exchanges, joint enrollment, credit transfer and joint library usage.		
	Florida Southern		Fla	2	1	3	4							
	Bethune-Cookman		Fla	2	2	3	3							
	Stetson U		Fla	2	1	3	4							
		Rollins C	Fla	2	1	3	5	2,000						
2950	Atlanta U		Ga	2	2	3	3	1 mil*			1929	Atlanta University Center: The Atlanta University Center Corporation provides the umbrella for these cooperative enterprises. It has an Executive Secretary and a Development Office. Students enrolled in one of the institutions can take courses anywhere in the Center. A common library, The Reevol Arnett Library, is operated by Atlanta University. At any given time, a faculty member from one institution may		
	Spelman C		Ga	2	2	2	3	1 mil						
	Interdenom. Theo. Seminary		Ga	6	2	3	1	1 mil						
	Clark C		Ga	2	2	3	3	1 mil						
	Morris Brown		Ga	2	2	3	4	1 mil						
	Morehouse		Ga	2	2	1	3	1 mil						

Code	Developing	Established	A	B	C	D	E	F	G	H	I	Student	Faculty	Admin.
2950												teach courses for another institution. Basic policy is developed through a system of councils including the Council of Presidents, Council of Academic Deans, and a Council of Personnel Officers.		
3050	Pitzer C		Calif	2	1	1	3	None			1955	(The) Claremont Colleges: This cluster of colleges combines the features of the small residential college and the advantages of the broader facilities and scope of a university. Each of the associated colleges remains autonomous, having its own campus, administrative officers, faculty, board of trustees, and students. However, there is faculty and student exchange with full opportunity to take courses at other colleges with no extra cost. Linked together the individual colleges have developed specializations.		
		Claremont Men C	Calif	2	1	3	4	None						
		Pomona C	Calif	2	1	2	2	None						
		Claremont Grad	Calif	2	1	3	4	None						
		Scripps C	Calif	2	1	2	2	None						
		Harvey Mudd C	Calif	2	1	3	2	None						
3106	Keuka C		NY	2	1	2	3	None			1961	College Center for the Finger Lakes: Chartered in 1961, the CCFL promotes cooperative programs among member institutions including the Corning Graduate Center, seminars on Non-Western Studies, research on Lake Seneca, a center--Aetlier Student--in Paris, a visiting scholars program and a general program to coordinate the resources of member institutions.		
	Ithaca C		NY	2	1	3	5	None						
	Corning Com C		NY	8	1	3	3	None						
	Mansfield St C		Pa	4	1	3	4	None						
		Hobart and Wm. Smith	NY	2	1	3	4	None						
		Alfred U	NY	2	1	3	4	None						
		Adelphi U	NY	1	1	3	6	None						
		Elmira C	NY	2	1	2	4	None						
3220	Langston U		Okla	2	2	3	4	83,000 *			1963	Council on Cooperative College Projects: This program, which began in 1963 with a study on Change and Opportunity in the Tennessee Valley, aims to identify economic trends, problems, and opportunities in this region and to relate them to 21 Negro institutions of higher education in this area. The purpose of the Council is to strengthen the work of the member institutions. Over		
	S Carolina St C		SC	2	2	3	4	83,000						
	Ft Valley St C		Ga	2	2	3	4	83,000						
	Howard U		DC	1	2	3	6	83,000						
	Lincoln U		Mo	2	1	3	4	83,000						
	Maryland St C		Md	2	2	3	3	83,000						
	Kentucky St C		Ky	2	2	3	4	83,000						
	Southern U		La	2	2	3	5	83,000						
	Florida A & M		Fla	1	2	3	5	83,000						

Code	Developing	Established	A	B	C	D	E	F	G	H	I	Students	Faculty	Admin.
3220	Alabama A & MC		Ala	2	2	3	4	83,000				the past five years, the Council has had a major impact upon the curriculums, counselling and service activities of its members. Members have been related to each other as to offerings, cultural activities, and the placement of graduates.		
	Texas Southern U		Tex	2	2	3	5	83,000						
	Texas Wes C		Tex	2	1	3	4	83,000						
	Prairie View A&MC		Tex	2	2	3	5	83,000						
	Tenn A & I St U		Tenn	2	2	3	6	83,000						
	Tuskegee Inst		Ala	2	2	3	5	83,000						
	Livingstone C		NC	2	2	3	3	83,000						
	N Carolina A & T		NC	2	2	3	5	83,000						
	Arkansas A & M		Ark	2	1	3	4	83,000						
	Alcorn A & MC		Miss	2	2	3	4	83,000						
		Delaware StC	Del	2	2	3	3	83,000						
		Virginia StC	Va	2	2	3	6	83,000						
2961	Hood C		Md	2	1	2	3	200,000	*		1963	(The)Gettysburg Group: In the fall of 1960, the President of Gettysburg College decided that by grouping the efforts of a few small colleges in the area, that they could all enrich their non-western studies programs. Study was limited to China, and the beginning concentration was placed on training the faculty. The program includes exchange and joint enrollment of students, traveling lecturers, joint use of libraries, cultural activities, faculty seminars, shared teaching institutes, and joint library development for the courses.		
	St. Joseph's C		Pa	2	1	3	6	200,000						
	Western Md. C		Md	2	1	3	4	200,000						
		Gettysburg C	Pa	2	1	3	4	200,000						
		Mt. St. Mary's C	Md	2	1	1	3	200,000						
		Dickenson C	Pa	2	1	3	4	200,000						
3200	Berkeley Bapt Divinity Sch		Calif	6	1	3	1	None			1963	Graduate Theological Union: These institutions ranging from Roman Catholic to Unitarian have joined to create doctoral programs in theology and philosophy. Programs are also available at the masters level. The faculty is drawn from member institutions who retain their campus affiliation. A common Bibliographical Center makes available the library resources of the participating institutions. The graduate degree is conferred by the school of residence or GTU as preferred by the student.		
	Golden Gate Theo Sem		Calif	7	1	3	4	None						
	Alma C		Mich	2	1	3	4	None						
	Starr King Sch		Calif	-	2	1	-	None						
	Pacific Luth Theo		Calif	6	1	1	1	None						
	St. Patrick's Sem		Calif	6	1	1	2	None						
	San Fran Theo Sem		Calif	6	1	3	2	None						
	St. Albert's C		Calif	6	1	1	1	None						
	Ch Div Sch of Pac		Calif	6	1	3	1	None						
	Pac Sch of Rel		Calif	6	1	3	1	None						
		Stanford U	Calif	1	1	3	4	None						
		U of Calif at Berkeley	Calif	1	1	3	8	None						

ode	Developing	Established	A	B	C	D	E	F	G	H	I	St	Faculty	Admin.
203	Jr C Kansas City		Kans	8	1	3	4	None			?	Kansas City Regional Council for Higher Education: The Kansas City Regional Council for Higher Education is a non-profit corporation devoted to cooperative programming in higher education. Its aims are to provide agency for systematic communications, work toward development of cooperative programming, provide agency for cooperative planning and action, and act as an information center. There are seminars for upper classmen and faculty, distinguished lecture series, talent searches, plans for audio-visual instruction and resource program, library development, interinstitutional publication, strengthening administrations.		
	Mt St. Scholastica		Kans	2	1	3	3	None						
	Ottawa U		Kans	2	1	3	3	None						
	St. Paul C		Mo	8	1	3	2	None						
	Rockhurst C		Mo	2	1	1	4	None						
	St. Paul Sch Theo		Mo	6	1	3	1	None						
	Kans City Art Inst and School		Mo	-	1	3	2	None						
	Wm Jewell C		Mo	2	1	3	4	None						
	Baker U		Kans	2	1	3	3	None						
	Park C		Mo	2	1	3	3	None						
	Avila C		Mo	2	1	2	2	None						
	Mo Valley C		Mo	2	1	3	3	None						
	Metro Area C Kans City		Mo	8	1	3	6	None						
	St. Mary's C		Kans	2	1	2	3	None						
		St. Benedicts	Kans	2	1	1	4	None						
		Cen Mo S C	Mo	4	1	3	6	None						
857	Wm Woods C		Mo	2	1	2	3	None			1964	Mid Missouri Associated Colleges: The purpose is to explore and pursue on a cooperative basis educational projects that will provide added enrichment to the programs of the participating colleges. This includes visiting scholars, cultural events, traveling art exhibit, outstanding lecturers, seminars in various desciplines, common supply of food services, planning for radio and other activities.		
	Central Meth		Mo	2	1	3	3	None						
	Stephens C		Mo	-	1	2	4	None						
		U of Missouri	Mo	1	1	3	8	None						
		Westminister C	Mo	2	1	1	3	None						
611	Winona St C		Minn	4	1	3	5	None			1955	Minnesota Tri-College Coordinating Committee: Coordination of upper division courses in departments of chemistry, classics, philosophy, physics, and mathematics. There are also such things as seminar on contemporary issues, faculty-student symposium, credit transfer, faculty assistance from one college to another, as well as joint library usage, cultural exchange, matriculation at any college, joint courses, free education for faculty and their children, and joint seminars.		
	C of St. Teresa		Minn	2	1	2	4	None						
	St. Mary's C		Minn	2	1	1	4	None						

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3107	Illinois C		Ill	2	1	3	3	40,000*			1966	Mississippi Valley College Association: The purpose of this association is to create a community of colleges for cooperative academic endeavors. It includes such things as student exchange, joint affairs, overseas program, credit transfer, joint library usage, computer use, faculty cooperation in professional development, non-western studies, joint faculty seminars, fund raising, physical plant development, recruitment of students, library development and television.		
	Iowa Wes C		Ia	2	1	3	3	40,000						
	U of Dubuque		Ia	2	1	3	3	40,000						
	Elmhurst C		Ill	2	1	3	5	40,000						
	No Park C & Theo Sem		Ill	6	1	3	4	40,000						
	Culver-Stockton C		Mo	2	1	3	3	40,000						
	Principia C		Ill	2	1	3	3	40,000						
	Lindenwood C		Mo	2	1	2	3	40,000						
2853	Briar Cliff C		Ia	2	1	2	3	1,000*			1965	Northwest Iowa College Association: This association includes such programs as: joint library usage, television, telelecture, non-western studies, faculty exchange, cooperation in professional development, joint faculty seminars, recruitment of students, library development, and program planning.		
	Northwestern C		Ia	2	1	3	3	1,000						
	Buena Vista C		Ia	2	1	3	4	1,000						
	Westmar C		Ia	2	1	3	3	1,000						
	Morningside C		Ia	2	1	3	4	1,000						
3210	High Point C		NC	2	1	3	4	None			1963	Piedmont University Center: This includes such things as: student exchange, overseas programs, credit transfer, joint library usage, traveling scholars, faculty overseas program, joint faculty seminars, joint faculty research program, program planning, physical plant development, computer use, and education consultant service.		
	Johnson C. Smith U		NC	2	2	3	4	None						
	Bennett C		NC	2	2	2	3	None						
	A & T of N Carolina		NC	2	2	3	5	None						
	Western Carolina C		NC	4	1	3	5	None						
	Appalachian St Te C		NC	4	1	3	5	None						
	Catawaba C		NC	2	1	3	3	None						
	Livingstone C		NC	2	2	3	3	None						
	Lenoir-Rhyne C		NC	2	1	3	4	None						
	Winston-Salem St C		NC	4	2	3	4	None						
	Queens C		NC	2	1	3	3	None						
	Greensboro C		NC	2	1	3	3	None						
	Salem C		NC	2	1	2	3	None						
	Elon C		NC	2	1	3	4	None						
	Guilford C		NC	2	1	3	4	None						
	Pfeiffer C		NC	2	1	3	3	None						
	Belmont Abbey C		NC	2	1	1	3	None						
		Davidson C	NC	2	1	1	4	None						
		Wake Forest C	NC	1	1	3	5	None						

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3151	Augsburg C		Minn	2	1	3	4	167,000*			1966	Shared Professorship Program: Joint advisement is available at the graduate level. There is recruitment and retention of outstanding professors who desire opportunities for teaching graduate courses. There is also a conducting of research at the University of Minnesota where adequate library and laboratory facilities would be available.		
	Hamline U		Minn	2	1	3	4	167,000						
	Bethel C		Minn	6	1	3	4	167,000						
		St. Olaf C	Minn	2	1	3	4	167,000						
		U of Minnesota	Minn	1	1	3	8	167,000						
		Carleton C	Minn	2	1	3	4	167,000						
		C of St. Thomas	Minn	2	1	1	4	167,000						
		C of St. Catherine	Minn	2	1	2	4	167,000						
		Macalester C	Minn	2	1	3	4	167,000						
3051	Calif St C at San Diego		Calif	2	1	3	7	None			1962	Southern California College Compact: There is pooling of library resources. The upper division students are able to round out major courses on the other campuses. There are programs for bringing in outstanding lecturers, faculty training, and faculty seminars.		
	Calif St C at Palos Verde		Calif	2	1	3	1	None						
	Chapman C		Calif	2	1	3	4	None						
		Loyola U-LA	Calif	2	1	1	5	None						
		Calif St C at Fullerton	Calif	2	1	3	6	None						
		Calif St C-LA	Calif	2	1	3	8	None						
		Calif St C at Long Beach	Calif	2	1	3	7	None						
2762	Hamline		Minn	2	1	3	4	None			1952	St. Paul Group: There is joint enrollment of students, cultural agtivities, library development, faculty cooperation in professional development, traveling scholars, and joint teaching. The purpose is to provide four colleges the opportunity to study together to raise level of scholarship, interest in serious study, provide opportunities for advanced or new courses, to offer students a series of studies in upper class levels, and to contribute to the life of the community by sharing special lectures and programs.		
		Macalester	Minn	2	1	3	4	None						
		St. Thomas	Minn	2	1	1	4	None						
		St. Catherine	Minn	2	1	2	4	None						

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2625	Abilene Christian C		Tex	2	1	3	5	None			1963	Texas Cooperation: The purpose of this cooperation is to enrich the educational program for students. There are programs for student exchange, joint enrollment, credit transfer, joint library usage, fund raising, library development and usage, and faculty NDEA Institutes.		
	McMurray C		Tex	2	1	3	4	None						
	Hardin-Simmons U		Tex	2	1	3	4	None						
3235	Huston-Tillotson		Tex	2	1	2	4	10 mil*			1944	United Negro College Fund: This is a fund raising organ for these colleges. Funds go to the colleges for: 1. additions to faculty and staff 2. upgrading salaries 3. giving financial assistance to students 4. securing teaching supplies, etc. 5. making reasonable expenditures on physical plants.		
	Shaw U		NC	2	2	3	3	10 mil						
	Livingstone C		NC	2	2	3	3	10 mil						
	Knoxville C		Tenn	2	2	3	3	10 mil						
	Wiley C		Tex	2	2	3	3	10 mil						
	Benedict C		SC	2	2	3	4	10 mil						
	Bishop C		Tex	2	2	3	4	10 mil						
	Lane C		Tenn	2	2	3	3	10 mil						
	Virginia Union		Va	2	2	3	4	10 mil						
	Fisk U		Tenn	2	2	3	4	10 mil						
	Oakwood C		Ala	2	2	3	2	10 mil						
	Barber-Scotia C		NC	2	2	3	2	10 mil						
	LeMoyne C		Tenn	2	2	3	3	10 mil						
	Paine C		Ga	2	2	3	2	10 mil						
	Bennett C		NC	2	2	2	3	10 mil						
	Clark C		Ga	2	2	2	3	10 mil						
	Int Theo Sem		Ga	6	2	3	1	10 mil						
	Morris Brown C		Ga	2	2	3	4	10 mil						
	Spelman C		Ga	2	2	2	3	10 mil						
	Philander Smith		Ark	2	2	3	3	10 mil						
	Bethune-Cookman		Fla	2	2	3	3	10 mil						
	Morehouse		Ga	2	2	1	3	10 mil						
	Dillard U		La	2	2	3	3	10 mil						
	Xavier U		La	2	2	3	3	10 mil						
	Johnson C. Smith		NC	2	2	3	4	10 mil						
	St. Augustine's C		NC	2	2	3	3	10 mil						
	Tougaloo C		Miss	2	2	3	3	10 mil						
	St. Paul's C		Va	2	2	3	2	10 mil						
	Hampton Institute		Va	2	2	3	3	10 mil						
	Talladega C		Ala	2	2	3	5	10 mil						
	Tuskegee Institute		Ala	2	2	3	2	10 mil						
	Stillman C		Ala	2	2	3	3	10 mil						
	Atlanta U		Ga	2	2	3	3	10 mil						

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3211	Virginia Mil Inst		Va	5	1	1	4	None			1960	University Center of Virginia: Students are involved in traveling lectures, Asian studies program, and cultural exchanges. The faculty is involved in lectures in residence, adult film education, library development, Asian studies, and faculty research.		
	Medical C of Va		Va	7	1	3	4	None						
	Mary Baldwin C		Va	2	1	2	3	None						
	St. Paul's C		Va	2	2	3	2	None						
	Richmond Prof. Inst		Va	7	1	3	6	None						
	Longwood C		Va	4	1	2	4	None						
	Hampton Inst.		Va	2	2	3	4	None						
	Lynchburg C		Va	2	1	3	4	None						
	Virginia Union U		Va	2	2	3	4	None						
	Union Theo Sem		Va	6	1	1	1	None						
	Presby Sch of Chr Ed		Va	6	1	3	1	None						
		Bridgewater C	Va	2	1	3	3	None						
		U of Richmond	Va	2	1	3	5	None						
		Hampden-Sydney C	Va	2	1	1	3	None						
		Sweet Briar C	Va	2	1	2	3	None						
		Hollins C	Va	2	1	2	3	None						
		U of Virginia	Va	1	1	3	7	None						
		Madison C	Va	4	1	2	4	None						
		C of Wm & Mary	Va	2	1	3	6	None						
		Virginia St C	Va	2	2	3	6	None						
		Washington & Lee U	Va	2	1	1	4	None						
		Randolph-Macon Women's C	Va	2	1	2	3	None						
		Randolph-Macon C	Va	2	1	1	3	None						
2629	Lynchburg C		Va	2	1	3	4	None			1959	Virginia Coop Program: The purpose of this program is to get a competent psychiatrist to the campuses for the betterment of the emotional health of the students and to provide professional counselling for students.		
		Sweet Briar C	Va	2	1	2	3	None						
		Randolph-Macon Women's C	Va	2	1	2	3	None						